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ABSTRACT

This publication is intended to support the effort to focus literacy programs on women. It serves as a guide to the information and resources related to women and literacy and to assist the development of woman-positive programs. The first part of the guide describes the literature base, depicting the subject areas from which the resources are drawn and providing an organizing framework that classifies the materials by type. An explanation of how to find this information in the ERIC database is given. An annotated bibliography of 150 resources is organized according to the framework. The second part of the guide is an analysis of this information. The issues and trends emerging from this growing literature base are reviewed. The next chapter explores the topic of women as learners in more depth, including such questions as What is literacy? Why should women acquire literacy skills? and How should they acquire them? This section describes elements of an inclusive, learner-centered, woman-positive learning environment in which women can develop their skills. Specific practices for that environment are presented in the next section. The guide concludes with an annotated list of organizations that provide information and materials on women and literacy. Contains 140 references. (SK)

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Women and Literacy:

Guide to the Literature and Issues for Woman-Positive Programs

Information Series No. 367

Susan Imel

Sandra Kerka

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Center on Education and Training for Employment
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Foreword

The Educational Resources Information Center Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) is 1 of 16 clearinghouses in a national information system that is funded by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. This paper was developed to fulfill one of the functions of the clearinghouse—interpreting the literature in the ERIC database. This paper should be of interest to adult basic and literacy education practitioners and students.

Susan Imel is director and adult education specialist at the ERIC Clearinghouse on Adult, Career, and Vocational Education; Sandra Kerka is associate director for database development. They have written a number of publications on aspects of adult literacy, including ***Workplace Literacy: A Guide to the Literature and Resources*** and ***More than the Sum of the Parts: Using Small Group Learning in Adult Literacy and Basic Education*** (with Sandra Pritz). With funding from the Ohio Department of Education, they recently developed a set of staff development materials to assist adult basic and literacy education practitioners in working more effectively with women learners.

The following people are acknowledged for their critical review of the manuscript prior to publication: Jane M. Hugo, Women in Literacy/USA Coordinator, Laubach Literacy Action; Francis E. Kazemek, Associate Professor, St. Cloud University; Fran Keenan, Assistant Director, National Clearinghouse for Literacy Education; and Mary Mackay, Editorial Director, New Readers Press. The contributions of Janet Ray, word processor operator, are also gratefully acknowledged.

Ray D. Ryan
Executive Director
Center on Education and
Training for Employment

Executive Summary

Changing socioeconomic conditions, recognition that women frequently find themselves in circumstances that deter their participation in literacy education, and research on women as learners have converged to suggest that women's needs should become more central in literacy programming. This publication is intended to support the effort to focus literacy programs on women. It serves as a guide to the information and resources related to women and literacy and to assist the development of woman-positive programs.

To help individuals access and use these resources effectively, the first part of the guide describes the literature base depicting the subject areas from which the resources are drawn and providing an organizing framework that classifies the materials by type. An explanation of how to find this information in the ERIC database is given. An annotated bibliography of 150 resources is organized according to the framework.

The second part of the guide is an analysis of this information. The issues and trends emerging from this growing literature base are reviewed, concluding with a discussion of areas in which further development is needed. The next chapter explores the topic of women as learners in more depth, including such questions as What is literacy? Why should women acquire literacy skills? and How should they acquire them? This section describes elements of an inclusive, learner-centered, woman-positive learning environment in which women can develop their skills. Specific techniques and practices for that environment are presented in the next section.

The guide concludes with a list of 140 references and an annotated list of organizations that provide information and materials on women and literacy.

Material on women and literacy may be found in the ERIC system using the following descriptors—Adult Basic Education, Adult Literacy, *Equal Education, Females, *Feminism, *Literacy, *Literacy Education, *Women's Education—and identifiers—Critical Pedagogy, Feminist Pedagogy, Gender Issues. Asterisks indicate descriptors that are particularly relevant.

Introduction

The 1995 United Nations Fourth World Conference on Women, held in Beijing, China, concluded that if women are to advance their status socially, economically, and politically they must have access to high quality education (Albright 1996). Although women in the United States have steadily increased their educational status, millions still have a problem obtaining appropriate education and training because "[r]ace, class, and gender assumptions organize American society in ways that put all women, but especially low-income women, at a disadvantage" (Laubach Literacy Action [LLA], "Facts about Women's Lives" n.d., p. 1).

Changing socioeconomic conditions, recognition that women frequently find themselves in circumstances that deter their participation in literacy education, and research on women as learners have converged to suggest that women's needs should become more central in literacy programming. The following statistics about women in the current socioeconomic context provide evidence that women are particularly at risk:

- In the United States, 23% of all women aged 25 and over have not gone beyond 11th grade and 28% of women aged 65 and older have not gone beyond 8th grade.
- Of the estimated 2 million deaths from breast and cervical cancer that will occur during the 1990s, a disproportionate number will be among low income women (LLA, "Facts about Women's Lives" n.d.).
- By 2000, up to 80% of women aged 25-54 and two-thirds of women with children under 18 will be in the work force. The majority of new jobs will require education and training beyond high school level, but, currently, one woman in eight has less than a high school education (Carmack 1992).
- The percentage of women working full time whose earnings are lower than the poverty level increased from 22.1% in 1974 to 24.3% in 1990, and in 1992, 8 million children lived in households headed by females that fell at or below the poverty line (LLA, "Facts about Women's Lives," n.d.).

Frequently, women who are potential (or actual) literacy learners find themselves in circumstances that deter their participation in literacy programs. The most commonly cited barriers for women

are lack of child care and transportation. Less discussed but equally—or more—restraining factors are negative attitudes toward literacy training from significant others and traditional expectations of a woman's role in housekeeping and childrearing. Finally, some women experience such violent home and/or public environments that they do not feel safe participating in a community literacy program (Carmack 1992; Horsman 1990; Laubach Literacy International 1993).

Research findings shedding new light on women as learners are also calling attention to the area of women and literacy. Two foundational studies (Belenky, Clinchy, Goldberger, and Tarule 1986; Gilligan 1982) revealed how the centrality of relationships may affect women's intellectual development. In addition, Belenky et al. also discovered that a pivotal issue for women as learners is developing a "voice," that is, the women in their study expressed a need to find their own means of self-expression and to have it reaffirmed through the process of education. Later research by Horsman (1990) and Luttrell (1989) built upon this earlier research and highlighted issues germane to women literacy learners.

More than 50% of new enrollments in federally funded adult basic education programs are women (Development Associates 1993), but until recently little attention has been given to the needs of women literacy learners in the United States. Fortunately, that situation is changing. In February 1995, Georgia State University's Center for the Study of Adult Literacy sponsored the First International Conference on Women and Literacy (Nurss and Ketchum 1995). Since 1994, when it began Women in Literacy/USA, Laubach Literacy Action has been providing financial support to programs that empower women as well as developing a network of programs serving women (LLA, "Project Overview" n.d.).

This publication was developed to support the efforts to focus literacy programs more centrally on the needs of women learners. Its purpose is to serve as a guide to the information and resources related to women and literacy and to assist the development of woman-positive programs. Although a great deal of information exists about literacy programming for women in developing countries, the material produced in the United States and other industrialized countries is highlighted in this publication. In addition to providing information about specific resources, it also includes discussions that will enable practitioners to become better consumers of the available resources. It is not

designed to be read cover to cover. Rather, it is assumed that users will refer to the most relevant sections as prescribed by their needs.

The guide begins with an overview describing the status of the literature base, including hints for locating and selecting appropriate resources, and it introduces a framework that is used to organize the resources in the annotated bibliography that follows. The three sections in Part II present an analysis of the literature and resources. First, issues, trends, and gaps in the development of the literature and resources are described. Because many of the issues raised in the literature are related to women as learners, this topic is explored in greater depth in the next section. It addresses several of the issues raised earlier and also serves as a guide to many resources on learning and related areas, emphasizing those that result in woman-positive programming. Descriptions of selected practices follow the discussion of women as learners. The guide concludes with a list of organizations that can be consulted for further information and/or materials on women and literacy.

Part I
Description of the Literature Base

Finding and Selecting Resources

To help individuals access and use effectively the literature and resources on women and literacy, this chapter suggests strategies for locating resources, including how to find materials through the ERIC database. The chapter begins with an overview of the literature base on women and literacy that provides a context for the discussion about finding resources. The overview discusses the relationship of women and literacy to other areas and introduces a framework that was used to organize the resources. Resources from the annotated bibliography that follows are used as the basis for a discussion of the relationship of women and literacy to other areas. Two figures used to organize and analyze the resources are also introduced.

The Literature Base: An Overview

The literature and resources on women and literacy can be analyzed in a number of ways. Figure 1 uses subject areas or disciplines to depict the literature on women and literacy as being in the center of a larger literature base. At the core of the information base are those materials that focus on women as literacy learners. Examples of materials in the core include Beckelman (1988); Breen (1991); Carmack (1992); Cuban and Hayes (1996); Fitzsimmons (1991); Gowen (1991); Hayes and Hopkins (1995, 1996); Horsman (1989, 1990); Laubach Literacy Action (n.d.); Lloyd (1991); Lloyd, Ennis, and Atkinson (1994a, 1994b); Luttrell (1989, 1993); MacKeracher (1989); Nonesuch (1996); Rockhill (1987, 1988, 1994); and van Dijk (1991). The authors of these materials all purposefully developed publications that feature some aspect of the needs of women as literacy learners. Most also advocate a woman-positive environment because they interpret women's needs and interests as learners in relation to their perspectives as women (Cuban and Hayes 1996).

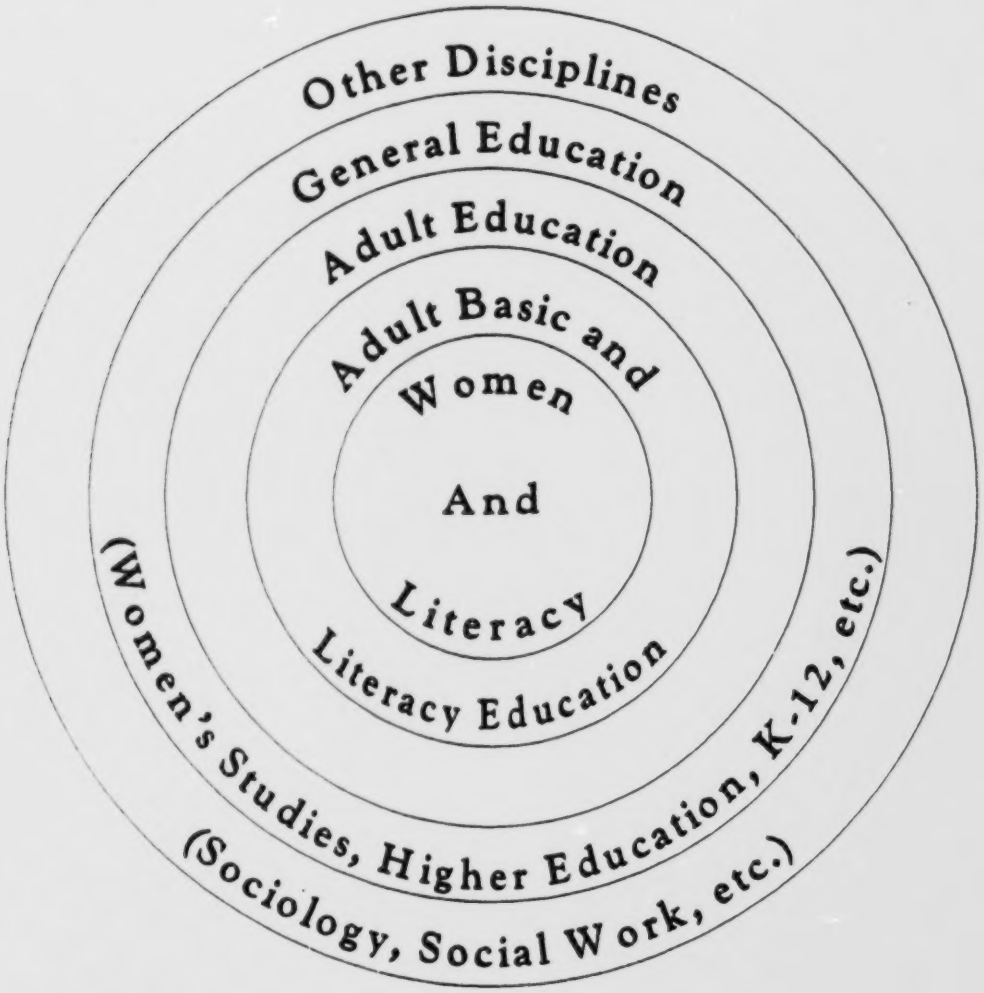

Figure 1. Women and literacy: The information base

The literature in the core emerges from and draws upon work in a number of areas including adult education, feminist pedagogy, critical pedagogy, and women's studies. It is also related to many current initiatives in adult basic and literacy education, including family literacy, workplace literacy, and welfare reform. Although figure 1 is helpful in depicting the areas from which resources are drawn, it gives no indication of the types and kinds of materials that make up the literature base. For the purposes of organizing the materials on women and literacy according to categories, therefore, we (the authors of the monograph) developed a framework that is shown in figure 2. The framework is developed around classifications that organize the materials by types and/or subtopic areas. Resources in the annotated bibliography are arranged according to the framework categories.

General Information
Goals and Purposes
Power, Race, and Class
Program Development
Program Descriptions
Women as Learners
Learning Environment and Instructional Approaches
Curriculum Development and Learning Resources
Literacy Workers
Resource Lists/bibliographies
Journal Issues

Figure 2. Women and literacy resources: An organizing framework

We used the following criteria to develop the framework: the type of materials located, our knowledge of the literature, our background as information providers, the intended audience for the publication, and feedback from a conference presentation in which the framework was introduced. We also made choices about some categories not to include. For example, rather than having a separate category for research and theory building, items falling into that classification were incorporated throughout the bibliography within other categories. The current framework is not viewed as the definitive way to categorize the resources on women and literacy; rather, it presents a snapshot at one point in time taken with our lens. An advantage of the framework is its flexibility; it can be adapted and changed as categories emerge in the literature base or modified by others with different perspectives on the field of women and literacy.

The figures provide two approaches to considering the literature base of women and literacy materials. The first shows the areas from which it draws, whereas the second describes categories of materials that are available. The remainder of this section refers to the figures to discuss some aspects of the literature base.

The literature base depicted in figures 1 and 2 represents a range of perspectives and positions, particularly as related to feminism but also as applied to assumptions underlying adult literacy education. As a result, a number of issues are associated with the topic of women and literacy. Several of these issues are treated in Part II. What is important to note here is that a variety of feminist perspectives (i.e., liberal, radical, and socialist) are reflected in these resources. Although these perspectives would all advocate a woman-positive environment, there are some important differences among them. If you are unfamiliar with feminist theory, you may find it helpful to read sources (e.g. Blundell 1992; Gilding 1994; Hugo 1989; and Tisdell 1995) that introduce the feminist perspectives that are reflected in the women and literacy resources or consult other resources listed in Benjamin (1994). Gilding (1994) and Hugo (1989) describe how a feminist perspective changes adult education, whereas Blundell (1992) and Tisdell (1995) examine and analyze various feminist perspectives in terms of adult education. (The topic of feminism and its relationship to women and literacy is explored further in the section, "Related Issues, Emerging Trends, and Gaps.")

As shown in figure 1, the literature base on women and literacy draws from the concentric circles surrounding the core, particularly those of adult basic and literacy education (ABLE) and adult education (AE). How the literature in these two circles is related to the core helps further illuminate the characteristics of the literature. Like the core of the literature base on women and literacy, AE literature on women draws from a number of areas, including critical pedagogy, feminist pedagogy, women's studies, sociology, and psychology. It also reflects several of the categories shown in figure 2, and many of the resources from the AE literature are included in the annotated bibliography.

Areas of AE literature that have made important contributions to the women and literacy core are those related to learning and learning environments (e.g., Caffarella 1992; Collard and Stalker 1991; Hayes 1989; and Tisdell 1993a, 1995), and resources that acknowledge the intersection of gender, race, and class and their role in shaping how adults think about learning and knowing, with discussions of gender being set within the larger contexts of

power structures and power relations (e.g., Johnson-Bailey and Cervero 1996; Stalker 1996; and Tisdell 1993b). As noted, adult educators are also exploring the relationship between feminism and adult education (e.g., Blundell 1992; Gilding 1994; Hugo 1989; and Tisdell 1995). Again, this trend appears in the literature base on women and literacy (e.g., Beckleman 1988; Garber, Horsman, and Westell 1991), but it is not as prevalent in the United States as it is in other countries. (See chapter 4 for an expanded discussion of this area.)

Currently, several initiatives are underway within the broad field of adult basic and literacy education, including family literacy, workplace literacy, and welfare reform. The literature and resources from each of these initiatives overlap with women and literacy when they focus on women and when they incorporate a gendered perspective that interprets women's needs and interests in relation to their outlooks as women (Cuban and Hayes 1996). Examples include Cuban and Hayes (1996), Flint-Coplan (1991), Gowen (1991), Isserlis (1990), and Wikelund (1993). The goals and purposes of many family literacy and workplace literacy programs have been criticized because of their failure to incorporate a gendered perspective. (See chapter 4 for a fuller discussion of this issue.)

“The rich, interdisciplinary literature base described in this section reflects the complexity of women's lives, especially in regard to literacy and education.”

The rich, interdisciplinary literature base described in this section reflects the complexity of women's lives, especially in regard to literacy and education. Because of its multifaceted nature, locating resources within the literature base—like a treasure hunt—can be both fun and challenging. Specific strategies for finding materials are suggested in the next section.

Locating Materials

The task of locating materials on women and literacy can be approached systematically using the information in figures 1 and 2. Although the nucleus of materials that focus specifically on women and literacy is relatively small, by tapping into the concentric circles surrounding the core, other relevant sources can be located. Many materials are located within the areas of adult basic and literacy education, adult education, and general education. Outside the field of education, disciplines such as sociology and social work are sources of information that is relevant to women and literacy programming.

Our search began by locating materials in the core through a search of the ERIC database, focusing on materials developed since 1985. We examined these materials, noting especially the references used by the authors, which frequently led us to additional sources. We also talked to others who are working in the field of women and literacy (personal contact), and consulted print indexes and scanned individual issues of journals (manual searching).

Although we used the systematic strategies of manual searching, computer searching, and personal contact to locate materials for inclusion in this publication, sometimes our serendipitous discoveries paid equal dividends. For example, ***The WomenSource Catalog and Review*** (Rosoff 1995) was identified when browsing through announcements of new publications that appear in ***Library Journal***. We also found materials by reading the ***Women's Review of Books*** and scanning the materials in the State of Ohio's Sex Equity Resource Center that is part of our organization's library. Most gratifying, however, were the materials that we received via word-of-mouth about the project. Once women knew we were compiling this resource, they generously provided materials for our consideration.

Materials on women and literacy appear in a variety of formats, including conference papers, journal articles, newsletter articles, monographs, and book chapters. Because of the ephemeral nature of many of these formats, the best place to begin a search to locate materials on women and literacy is through database searching. Several databases contain relevant information but the Educational Resources Information Center (ERIC) database is the primary source.

Finding Women and Literacy Information in the ERIC Database

ERIC, the largest education database in the world, contains more than 900,000 records of documents and journal articles. All types of materials—conference papers and proceedings, project descriptions, curriculum materials, research reports, newsletters, and others—are indexed and abstracted for announcement in ***Resources in Education*** (RIE) and ***Current Index to Journals in Education*** (CIJE). Because ERIC collects English-language materials from throughout the world, it is a particularly good source of international materials related to women and literacy. The ERIC database can be searched

manually through the print versions of RIE and CIJE, online via the Internet by contacting http://ericir@syr.edu, or on CD-ROM (compact disk-read-only memory). In addition, almost all documents announced in RIE are available in microfiche collections in more than 800 locations worldwide or in microfiche, paper, and/or electronic copies from the ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852 (800/443-3742; 703/440-1408; Fax: 703/440-1408) (electronic mail: edrs@inet.ed.gov; Gopher: edrs.com; URL: http://edrs.com).

Copies of journal articles announced in CIJE are not available from ERIC, but many of them may be obtained from the UMI InfoStore, 500 Sansome Street, Suite 400, San Francisco, CA 94111-3219 (800/248-0360; Fax: 415/433-0100; Internet: orders @infostore.com). Articles available from UMI are so marked in the CIJE abstracts. Journals not available from UMI may be found in library collections or by writing to the address listed in the Source Journal Index in CIJE.

The ERIC database is indexed by subject terms called descriptors and identifiers. Using these terms is usually the best way of getting accurate results. However, because the topic of women and literacy encompasses a number of different subject areas, a bit more searching creativity is required in order to retrieve a variety of materials. The following descriptors retrieve material on women's education generally: *Women's Education*, *Equal Education*, and *Feminism*. For materials on women and literacy, combine *Females* and (*Literacy* or *Adult Literacy* or *Literacy Education*). The identifiers *Feminist Pedagogy*, *Critical Pedagogy*, and *Gender Issues* also retrieve useful documents. For other concepts related to women's learning, such as "ways of knowing" and "voice," a search using the words "females" or "women" and "knowing," "females" or "women" and "learning," or "females" or "women" and "voice" gets materials that use these words in the titles or abstracts. Some of these, in communications or other fields, might not have been indexed using the descriptors already listed.

In the annotated bibliography, the cited sources that have an ED number are abstracted in RIE and available from EDRS. For more information about ERIC, contact the ERIC Clearinghouse on Adult, Career, and Vocational Education, listed in the appendix.

Other Sources

Other databases that can be consulted for information on women and literacy include ***Dissertation Abstracts Online*** (DAO) and ***Sociological Abstracts***. DAO provides online and CD-ROM access to the same information about dissertations that appears in the print index ***Dissertations Abstracts International***. As in searching the ERIC database, a combination of descriptors needs to be used to locate relevant materials in DAO. ***Sociological Abstracts*** covers the world's literature in sociology and related disciplines and provides access to original research, reviews, discussions, monograph publications, case studies, conference papers, and dissertations.

Two additional indexes, neither of which is computerized, are also sources of materials on women and literacy. The first, ***Alternative Press Index***, covers publications that are not in the mainstream. ***Women's Studies Index*** is another source of information. Unfortunately, these indexes are not widely available, except at large, academic libraries.

Conclusion

The results of our efforts to locate materials on women and literacy are presented in the next chapter, "Annotated Bibliography of Selected Resources." As noted earlier, our searching began by locating materials in the core, but the search gradually spread out into the concentric circles surrounding the core. A web is a good metaphor for our searching process because, like threads in a web, one source frequently led to other discoveries. Although the resources and literature in the bibliography are organized according to the framework shown in figure 2, it was the interconnections among and between the various concentric circles in figure 1 that resulted in the rich array of resources presented next.

Annotated Bibliography of Selected Resources

The framework described earlier is used here to organize selected resources related to women and literacy. The intent is to describe exemplary resources as well as to demonstrate the breadth of available resources. In some instances, resources are included on the basis of their uniqueness, that is, they are either distinctive or represent an emerging area in the literature. Although some international materials are included, the emphasis is on resources from North America published since 1985. Many resources could fit in more than one of the framework's categories, but they are placed in the one that relates more closely to their major emphasis. In some instances, a cross-reference to another category is given at the end of the annotation.

GENERAL INFORMATION

Campbell, P. "Women and Literacy: An Emerging Discourse." Unpublished paper, 1992. (ED 392 938)

This paper discusses how women have been silenced through their exclusion from the dominant discourse of il/literacy and presents an emerging discourse that explores the issues of literacy from a feminist perspective. With respect to the latter, three areas are addressed: social forces restricting women from engaging in literacy education that meets their needs, changes required to address their needs, and the resistance literacy workers may encounter when they address women's needs.

de Coster. E. "Women and Literacy: A Vital Movement." In ***Alpha 92: Current Research in Literacy***, edited by J. P. Hautecoeur, pp. 319-341. Quebec: Ministry of Education; Hamburg: Unesco Institute for Education, 1992. (ED 357 199)

Uses the experiences of two Montreal literacy programs to reflect on the needs of women learners. The projects' staff members defined the characteristics of the women learners while examining the relationships between literacy and the traditional education of women, sexist experiences, gender-based division of labor, access to employment, and the traditional role of women in society.

Nurss, J. R., and Ketchum, S. B., eds. ***Papers from the First International Conference on Women and Literacy***. Atlanta: Center for the Study of Adult Literacy, Georgia State University, February 1995.

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Ten papers given at the First International Conference on Women and Literacy are included in this publication. The papers are grouped into the following four categories: women's literacy, women and empowerment, literacy development from prekindergarten through grade 12, and women teachers.

Salice, B. "Women and Illiteracy in the United States: A Feminist View. Revised." Unpublished paper. (ED 299 434).

This literature review identifies the historical roots and sociological background leading to lower literacy levels among women in the United States. Uses more recent adult education feminist literature to suggest ways to approach women's literacy.

Suderman, B. "Not Just Pen and Paper: Women's Access to Literacy." ***Women's Education Des Femmes*** 11, no. 3 (Spring 1995): 38-42.

Examines why, internationally, women's literacy skills are still low and, in fact, declining.

GOALS AND PURPOSES

Beckelman, Dana. "Defining a Feminist Literacy." ***Canadian Woman Studies*** 9, nos. 3-4 (Fall-Winter 1988): 130-133.

Just as there are many feminisms, feminists should demand and implement the acceptance of multiple literacies. They should strive to keep literacy from being defined and limited and continue to expand its boundaries.

Bhola, H. S. "Women's Literacy: A Curriculum of Assertion, Resistance, and Accommodation?" ***Convergence*** 27, nos. 2-3 (1994): 41-49.

Argues for widening and deepening the discourse on women's literacy to understand the role of literacy in the emancipation of women in developed and developing societies by deconstructing the "edifice in which women's lives and souls are imprisoned." Suggests that what is needed are activist educators dedicated to the transformation of the reality of women.

Cao, J.; Stromsdorfer, E. W.; and Weeks, G. "The Human Capital Effect of General Education Development Certificates on Low Income Women." ***Journal of Human Resources*** 31, no. 1 (Winter 1996): 206-228.

A study examined the impacts of the General Educational Development (GED) certificate and other secondary and postsecondary credentials on labor market outcomes for women. In terms of hours worked, the researchers could not distinguish among high school dropouts, GED recipients, and high school graduates but results on hourly wage rates were mixed.

Cuban, S., and Hayes, E. "Women in Family Literacy Programs: A Gendered Perspective." In ***The Future of Community-Based Literacy. New Directions for Adult and Continuing Education, no. 70***, edited by P. A. Sissel. San Francisco, CA: Jossey-Bass, Summer 1996.

Authors suggest that family literacy programs need a gendered perspective that interprets women's needs and interests in relation to their standpoints as women. The disadvantages of a transmission model of literacy are examined and specific implications of a gendered perspective are suggested.

Daniell, Beth. "Against the Great Leap Theory of Literacy." ***Pre/Text*** 7, nos. 3-4 (1986): 181-193.

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The "great leap" theory of literacy asserts that literacy causes abstract thinking; it ignores the social contexts of literacy and cognition and denigrates the mental capacity of oral cultures. The great leap theory sees social conditions as consequences, not causes, of literacy. In reality, social conditions determine what counts as literacy, who has access to it, and what its uses and functions are.

Davis, Denise M. "Adult Literacy Programs: Toward Equality or Maintaining the Status Quo?" *Journal of Reading* 35, no. 1 (September 1991): 34-37. (EJ 431 147)

To reach the many adult nonreaders who resist established literacy programs, the values that these programs espouse must be compatible with the learners' own beliefs and not be rooted in the status quo.

Flint-Coplan, B. "Parenting and Literacy." In *Women, Literacy and Action: A Handbook*, edited by M. Breen. Toronto: Ontario Literacy Coalition, February 1991. (ED 363 755)

By examining some of the commonly held assumptions about parenting (e.g., women should be solely responsible for the care and nurturing of their children), the author questions the focus of many family literacy programs. Instead of programs that treat women in terms of a role, she argues for learner-centered programs using a feminist curriculum.

Hinsdale, M. A.; Lewis, H. M.; and Waller, S. M. *It Comes from the People: Community Development and Local Theology*. Philadelphia: Temple University Press, 1995.

A case study of a small community in the mountains of Virginia, this book chronicles the impact of deindustrialization and economic restructuring on community life. By telling how people organized to revitalize their town, the authors reflect on the creative survival techniques that people developed over a 5-year period. The chapter, "Emerging Women's Voices: 'Unlearning to Not Speak,'" contains information about the role of education in the process.

Hollis, Karyn. "Literacy Theory, Teaching Composition, and Feminist Response." *Pre/Text* 13, nos. 1-2 (Spring-Summer 1992): 103-115. (EJ 474 201)

Offers a feminist perspective on the writing teacher's place in advancing an emancipatory politics. Argues against a common form of technological determinism—the notion that the ability to read and write by itself inevitably proves beneficial to individuals and to society. Locates a model of literacy in women's studies programs.

Horsman, J. "From the Learners' Voice: Women's Experience of Il/Literacy." In *Adult Literacy Perspectives*, edited by M. C. Taylor, and J. A. Draper, pp. 365-374. Toronto, Ontario: Culture Concepts, 1989. (ED 333 117)

Examines reasons that women attend literacy classes and the effect of relationships in which they are "bound up": social agencies required it of them, men were opposed to their attendance or supported them, and the needs of children might either provide a barrier to attendance or be the main focus for their desire to improve their literacy skills.

Horsman, J. *Something in My Mind Besides the Everyday: Women and Literacy*. Toronto: Women's Press, 1990.

Reports on Horsman's study of women who were labeled "illiterate." The book explores discourses of illiteracy through the accounts of literacy workers and the women labeled "illiterate," and considers the ways in which these women enter into and resist dominant discourses.

Horsman, J. "The Problem of Illiteracy and the Promise of Literacy." In ***Worlds of Literacy***, edited by M. Hamilton, D. Barton, and R. Ivanic, pp. 169-181. Clevedon, Avon, England: Multilingual Matters Ltd.; Toronto: Ontario Institute for Studies in Education, 1994.

Following an analysis of the environmental circumstances of many women literacy learners, the author argues that many literacy and training programs can do little to fulfill the "promise of literacy" represented in the media. Suggests that programs should perform the dual functions of helping women improve their literacy skills while analyzing and critiquing the "promise of literacy."

Isserlis, J. "On Women, Literacy, and Learning: An Investigation." Unpublished paper. May 1990. (ED 324 985)

Existing work and research on literacy education across generations is reviewed, focusing on issues of gender inherent in literacy learning and considering them within a broader social context. Critical questions about the family literacy movement's agenda are posed.

Lesirge, R., and Mace, J. "Literacy and Return-to-Learning Programs for Women—Shifts in Perspective." In ***Canadian Association for the Study of Adult Education. Proceedings of the Annual Conference (11th, Saskatoon, Saskatchewan, Canada, May 1992).*** Guelph, Ontario: Canadian Association for the Study of Adult Education, May 1992. (ED 349 467)

Because of the movement to a more vocationalized training agenda, the authors suggest that the developments in women's education made in the early 1980s are more and more difficult to maintain.

Lloyd, B. A. ***Discovering the Strength of Our Voices: Women and Literacy Programs.*** Toronto, Ontario: Canadian Congress for Learning Opportunities for Women, 1991.

Reports on the first phase of the Canadian Congress for Learning Opportunities for Women (CCLOW) research project designed to explore the experience of women in literacy programs. Identifies 21 interconnected themes that emerged from visits to four communities.

Solity, J. "A Crisis of Identity: Developing Strategies for Gender Inclusive Literacy Practices." In ***Women's Forum: Gender, Language and Critical Literacy. (Manly, Sydney, Australia, April 7-9, 1994) Forum Papers***, pp. 61-66. Sydney, Australia: Centre for Language and Literacy, University of Technology, Sydney, 1994. (ED 381 629)

Paper focuses on the problems of developing and sustaining women's literacy programs, drawing upon the author's practical experiences working with women's literacy groups in Britain and Australia since the 1980s. Raises the issue of how the move toward certification of skills and courses leaves little room for student-centered curriculum.

Street, Brian V. "Struggles over the Meaning(s) of Literacy." In ***Worlds of Literacy***, edited by Mary Hamilton, David Barton, and Roz Ivanic, pp. 15-20. Clevedon, England: Multilingual Matters, Ltd.; Toronto: Ontario Institute for Studies in Education, 1994.

The meanings of literacy are not fixed. There are multiple languages and multiple literacies. Certain languages and literacies become known as "standard" because they are the medium of the dominant group. Literacy is not simply a technical and neutral skill but is imbued with issues of power, ideology, and cultural meanings about identity.

Tett, L. "Theorising Practice in Single-Sex Work." ***Studies in the Education of Adults*** 28, no. 1 (April 1996): 48-64.

Based on her examination of the work of 12 practitioners undertaking same-gender (i.e., men working with men and women working with women), single-sex work, the author argues that the key underlying assumption of practitioners undertaking single-sex work concerns the way in which they consider gender is constructed. On the basis of her findings, the author divides practitioners working with women groups into two two groups: those that espouse a liberal, equal opportunities, framework and those that espouse a radical, antisexist framework, both of which take place within the framework of the funding organization.

POWER, RACE, AND CLASS

Amstutz, D. D. "Staff Development: Addressing Issues of Race and Gender." In ***Confronting Racism and Sexism. New Directions for Adult and Continuing Education, no. 61***, edited by E. Hayes and S. A. J. Collin III, pp. 39-51. San Francisco, CA: Jossey-Bass, Spring 1994.

Following a discussion of racist and sexist aspects of instruction and interaction with adult learners, this chapter examines the role of staff development in developing a sensitivity to issues of race and gender. Specific formal and informal strategies that can be used to address racist and sexist behaviors are discussed.

Atkinson, T. ***Speaking Our Own Voice. Report of the Conference for Literacy Practitioners (Toronto, Ontario, November 26, 1988).*** Toronto: Toronto Board of Education, 1988. (ED 317 746)

This report summarizes the proceedings of a day-long conference for adult literacy practitioners in Toronto. Reports of sessions on sexism, literacy and poverty, and racism pose questions designed to assist literacy workers in thinking about and addressing these issues. Recommendations for action are also included.

Borisoff, Deborah, and Hahn, Dan F. "The Ethics of Teaching Gender and Communication." Paper presented at the annual meeting of the Speech Communication Association (New Orleans, LA, November 1994). (ED 378 605)

It is necessary to break down the assumption that females hold the standard for intimate relationships and males the standard for public or professional relationships. A number of attributes ought to be equally valued and encouraged in women's and men's communication. A first step would be to alter power relations by denying the practices that divide the genders, and second, when the practices cannot be denied, not allowing the practices to be the basis for power divisions.

Bowker, A. ***Sisters in the Blood: The Education of Women in Native America.*** Newton, MA: Women's Educational Equity Act Publishing Center, 1993. (ED 363 486)

This book grew out of a study of the reasons for the success of some American Indian women in school and the failure of others. Of the 991 participants in the study, 327 were high school dropouts, 376 were high school graduates, and 288 had attended college for at least 2 years. The author identifies factors that contribute to the educational success and/or lack of success of American Indian females in school and offers a theoretical framework for understanding American Indian female students and their unique position within their tribe and their schools.

Bryson, Mary, and de Castell, Suzanne. "En/Gendering Equity: On Some Paradoxical Consequences of Institutional Programs of Emancipation." ***Educational Theory*** 43, no. 3 (Summer 1993): 341-355. (EJ 473 740)

Examines the problems associated with educational initiatives that seek to promote gender equity, explaining that such initiatives are inherently contradictory; argues that the danger in current gender theory, policy, and practice in educational policy is the replacement of one "truth" with another, reinforcing the traditions sought to be overturned.

Collard, S., and Stalker, J. "Women's Trouble: Women, Gender, and the Learning Environment." In ***Creating Environments for Effective Adult Learning, New Directions for Adult and Continuing Education, no. 50***, edited by R. Hiemstra, pp. 71-81. San Francisco: Jossey-Bass, Summer 1991.

Examines how institutional settings both create and mirror a learning environment that devalues and disempowers women learners and recommends adult educators respond to gender-based discrimination at individual, institutional, and societal levels.

Culbertson, D., ed. ***Doing the Gender Boogie***. Toronto, Ontario: Ten Days for World Development, 1995.

Subtitled ***Power, Participation, and Economic Justice***, this popular education and action guide is designed to assist users in exploring the connection between gender and human development, including gender and issues of power, participation, and economic justice. In addition to articles about women and economic development, it contains outlines for five hands-on workshops related to gender, power, and economic development, and the supportive materials needed to put the workshops together.

Gowen, S. G. "Beliefs about Literacy: Measuring Women into Silence/Hearing Women into Speech." ***Discourse and Society*** 2, no. 4 (1991): 439-450.

Describes an ethnographic study of a hospital workplace literacy program for women in which the participants' so-called "illiteracy" was actually a manifestation of their resistance to power structures that they had no other way of fighting. Brings up many important issues, especially for literacy for women of color, power issues, and resistance interpreted as "low skills" and "illiteracy" by the male white power elite of the hospital.

Harris, Violet J. "African-American Conceptions of Literacy: A Historical Perspective." ***Theory into Practice*** 31, no. 4 (Fall 1992): 276-286. (EJ 456 601)

An historical analysis of African-American literacy shows that the process of acquiring literacy has involved continuous struggle against unrelenting opposition from most segments of society.

Hart, M. "The Erosion of Subsistence and Motherwork." In ***Selected Papers from the Fifth Annual LEPS Research Symposium: Critical Perspectives***, edited by P. Cunningham, W. Lawrence, and W. Miranda. DeKalb: Department of Leadership and Educational Policy Studies, Northern Illinois University, February 1996. (ED 391 943)

Following a brief discussion of the theoretical framework for the concepts of subsistence and motherwork, the author uses the context of a weekly literacy group meeting to discuss how the raising of children in Chicago segregated public housing requires tremendous courage and abilities from the mothers and a slow, painful, but continuous learning process.

Hull, G. T.; Scott, P. B.; and Smith, B., eds. ***All the Women Are White, All the Blacks Are Men, But Some of Us Are Brave***. Old Westbury, NY: Feminist Press, 1982.

Developed under a grant from the U. S. Department of Education's Women's Educational Equity Act Program, this collection focuses on black women's studies. Following an introductory section on the politics of black women's studies, its major sections cover black feminism, confronting racism, black women and the social sciences, creative survival, black women's literature, bibliographies, and selected course syllabi. Although not directly related to women and literacy, this volume contains relevant information for those working with African-American learners.

Kraemer, Don. "No Exit: A Play of Literacy and Gender." *Journal of Advanced Composition* 10, no. 2 (Fall 1990): 305-319. (EJ 416 275)

The rules of discourse favor the dominant class and extend the traditional gender system. The concept of discourse as game implies an equal starting line, but the players come to it with diverse or unequal resources, and the game's goals and rules reward some values and behaviors over others.

Linkon, S., and Mullen, B. "Teaching Working-Class Students in Youngstown." *Radical Teacher* no. 46 (1995): 27-32.

Based on their experiences teaching race- and gender-based texts to working-class students at Youngstown State University, the authors discuss the importance of acknowledging the regional features of students' working-class experiences and of knowing the local history of working-class students (e.g., economic and social divisions exist between white and black communities in Youngstown). Strategies for teaching race-and gender-based texts are offered.

Luttrell, W. "'The Teachers, They All Had Their Pets': Concepts of Gender, Knowledge, and Power." *Signs: Journal of Women in Culture and Society* 18, no. 31 (Spring 1993): 507-546.

Discusses what two groups of women learners in adult basic education classes remember about being in school and what their stories reveal about the relations between gender, knowledge, and power.

Mackenzie, L. *On Our Feet. Taking Steps to Challenge Women's Oppression. A Handbook on Gender and Popular Education Workshops.* Bellville, South Africa: Centre for Adult and Continuing Education, University of the Western Cape, 1992. (ED 379 400)

Based on three workshops sponsored by CACE, this user-friendly resource is designed to help planners provide additional workshops on gender and popular education to help change women's oppression. Included is background information on popular education and women's education, steps for planning a workshop, and many examples of exercises that can be used to educate participants about gender oppression. These exercises are divided into four sections: group building, sharing experiences of women's oppression, making sense of women's oppression, and challenging women's oppression.

Mackenzie, L. *Gender, Development and Power: Some Issues and Methods for Gender Trainers.* Bellville, South Africa: Centre for Adult and Continuing Education, University of the Western Cape, November 1993. (ED 390 987)

This report on a workshop for gender trainers attempts to capture both the activities and the debates of the workshop that covered the following topics: an empirical examination of the notion of gender training; an examination of experiences of gender trainers in terms of understanding theories and frameworks; the use and examination of gender training strategies, and power and resistance. Reflections and reports from small groups are included in the report.

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McLaren, Arlene Tigar. "Rethinking 'Femininity': Women in Adult Education." In ***Women and Education: A Canadian Perspective***, edited by Jane S. Gaskell and Arlene Tigar McLaren, pp. 333-350. Calgary: Detselig Enterprises, 1987. (ED 300 663)

Interviews with women about their educational experiences suggest that gender differences arise from socialization AND availability of opportunities. The schooling of these women was inadequate in part because they were girls. Despite social expectations of marriage and domesticity, they wanted something more, but their choice of occupations was narrow.

McMahon, Mandy; Roach, Denise; Karach, Angela; and van Dijk, Fie. "Women and Literacy for Change." In ***Worlds of Literacy***, edited by Mary Hamilton, David Barton, and Roz Ivanic, pp. 215-224. Clevedon, England: Multilingual Matters, Ltd.; Toronto: Ontario Institute for Studies in Education, 1994.

Explores the implications for women of moving between public and private literacies. Asserts that the differences between the two are not intrinsic, but arise in how they are defined by those with power.

Pollitt, Katha. ***Reasonable Creatures: Essays on Women and Feminism***. New York: Vintage, 1995.

One essay argues that gender differences are less a result of innate characteristics than of the economic and social positions men and women hold and the actual power differences between them. Valuing "women's ways" may result in nothing more than a rationale for the status quo.

Rockhill, K. "Literacy as Threat/Desire: Longing to be SOMEBODY." In ***Women and Education: A Canadian Perspective***, edited by Jane S. Gaskell and Arlene Tigar McLaren, pp. 315-331. Calgary: Detselig Enterprises, 1987. (ED 300 663)

Uses field work conducted on the west side of Los Angeles to explore how women's participation in education is embedded in the power dynamics between men and women. Describes how women's desire for literacy can also pose a threat from the reaction of males in their lives.

Rockhill, K. "Gender, Language and the Politics of Literacy." In ***Language and Literacy in Social Practice***, edited by J. Maybin. Clevedon, England: Multilingual Matters, 1994.

Considers how literacy has been constructed as power in discourses of power and contrasts those frames with the ways in which women who cannot read and write English well, experience literacy and power in their everyday lives.

Sadker, Myra, and Sadker, David. ***Failing at Fairness: How America's Schools Cheat Girls***. New York: Scribner, 1994.

Asserts that scientific studies show more psychological similarities between men and women than stereotypes allow. Suggests that some differences in characteristics and communication styles can be a result of adaptation to a relative lack of power.

Schein, V. E. ***Working from the Margins: Voices of Mothers in Poverty***. Ithaca, NY: ILR Press, 1995.

Schein listened to the voices of poor women as a means of conveying an understanding of their needs and the realities of their circumstances. The idea for the project grew out of her participation in her local Job Training and Partnership Act's (JTPA) Private Industry Council.

Shore, S. "Concepts and Practices of Inclusivity: Centring White Ethnicity in Literacy Practice." In ***Women's Forum: Gender, Language and Critical Literacy (Manly, Sydney, Australia, April 7-9, 1994). Forum Papers***, pp. 55-60. Sydney, Australia: Centre for Language and Literacy, University of Technology, Sydney, 1994. (ED 381 629)

The author describes how work on a project designed to develop inclusive language and numeracy curricula caused her to consider how women like herself (i.e., white, middle class) need to begin to understand their own ethnicities in the process of teaching and learning.

Stalker, J. "Women and Adult Education: Rethinking Androcentric Research." ***Adult Education Quarterly*** 46, no. 2 (Winter 1996): 98-113.

This article provides a framework that can be used to analyze adult education in terms of its androcentricity, that is, its male bias. After first identifying the characteristics of androcentricity and the nature of feminist agendas, it then explores the treatment of both discourse and power relations to illustrate the domination of the male agenda. Adult education literature that has addressed each of these areas and new directions are explored.

Tavris, Carol. ***The Mismeasure of Woman***. New York: Touchstone, 1992.

Evaluates research and social beliefs about gender differences and concludes that biology and personality are not the inevitable causes; there are other explanations such as power and circumstances.

Tsang, B. "Anti-racist Education: A Career in Social and Political Change." ***Women's Education des femmes*** 9, no. 3 (Spring 1992): 25-28.

By reflecting on her experiences as an antiracist educator, the author discusses challenges she has faced when working with white women and makes suggestions for how as the dominant women's community, the white women's community has a responsibility to share its knowledge and power with the nonwhite women's community.

PROGRAM DEVELOPMENT

Canadian Congress for Learning Opportunities for Women. ***Isolating the Barriers and Strategies for Prevention***. Toronto, Ontario: CCLOW, 1995.

This kit about violence and women's education is designed for adult educators and adult learners. It reports findings about the effects of violence on women learners gleaned from several CCLOW workshops held throughout Canada. Other sections describe barriers, provide first-hand accounts of learners who have experienced violence, and provide guidelines for creating a better learning environments. A list of resources concludes the kit. (Also **Learning Environment and Instructional Approaches**)

Carmack, N. A. "Women and Illiteracy: The Need for Gender Specific Programming in Literacy Education." ***Adult Basic Education*** 2, no. 3 (Fall 1992): 176-194.

Examines historical and current background on literacy programs and makes recommendations for gender-specific programming based on theoretical formulations for adult learning that focus on the mental construction of experience as it relates to emancipatory learning.

Coats, Maggie. ***Women's Education***. Buckingham, England: Open University Press, 1994.

Women's education is education owned by women, provided by women for women, which focuses on the needs of women, and which is designed for and about women. This book makes the case for women-only provision and provides examples, recommendations, and guidelines for the curriculum for women-only education and training. (Also **Learning Environment and Instructional Approaches.**)

Cornes, S. "Gender-Engendered Literacy Needs." In ***Worlds of Literacy***, edited by M. Hamilton, D. Barton, and R. Ivanic, pp. 105-120. Clevedon, Avon, England: Multilingual Matters Ltd.; Toronto: Ontario Institute for Studies in Education, 1994, pp. 105-120.

Presents arguments for meeting the literacy needs of women by providing women-only groups. A case study that addresses some of the issues outlined is included.

Denny, Verna Haskins. "Access to Literacy Programs: Perspectives of African-American Adults." ***Theory into Practice*** 31, no. 4 (Fall 1992): 337-341. (EJ 456 608)

African Americans were interviewed about their reasons for attending or not attending literacy programs. Timing was the most important factor. They believed the educational system made learning difficult for them and thought that increased literacy would make little difference in their lives.

Gadsden, Vivian L. "Giving Meaning to Literacy: Intergenerational Beliefs about Access." ***Theory into Practice*** 31, no. 4 (Fall 1992): 328-336. (EJ 456 607)

Discussions with 25 elderly African Americans examine how beliefs shaping educational legacies are enacted through interpretations and translations of literacy within the lifespan.

Kazemek, F. E. "Women and Adult Literacy: Considering the Other Half of the House." ***Lifelong Learning*** 11, no. 4 (1988): 23-24, 15.

Discusses "women's ways of knowing" and literacy, points out implications, and suggests some possible directions for literacy programs.

Laubach Literacy International. ***By Women/For Women: A Beginning Dialogue on Women and Literacy in the United States.*** Syracuse, NY: LLI, 1993. (ED 368 863)

Reports on the results of a focus group convened to identify barriers and issues that make it difficult for a woman to achieve her literacy goals. Includes initial set of issues and a series of recommended actions.

Lloyd, B. A., with Ennis, F., and Atkinson, T. ***Women in Literacy Speak: The Power of Woman-Positive Literacy Work.*** Halifax, Nova Scotia: Fernwood Publishing; Toronto, Ontario: Canadian Congress for Learning Opportunities for Women, 1994a.

This publication focuses on the women and programs that participated in the CCLOW action research project related to the experience of women in literacy programs. Following an overview of the research process and results, the bulk of the book presents the material women and programs developed to document their woman-positive activity.

Lutheran Settlement House Women's Program. ***Towards the ABE Promised Land: Creating a Successful Learning Environment by Examining Retention Rates. Final Report.*** Philadelphia, PA: Lutheran Settlement House, Lutheran Social Mission Society, June 1992. (ED 352 538)

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Reports on a study of the Lutheran Settlement's House's Women's Program that was conducted to determine what methods and practices the program uses to maintain a high retention rate (75%) of learners in its ABE classes and what else can be done to retain learners more effectively. Through interviews with those who dropped out and a sample of those who remained, three main factors leading to retention were identified: support from others to continue attending classes, sense of self-esteem and personal empowerment, and quality of teacher interaction. Includes recommendations to improve retention rates.

Nixon-Ponder, S. "Determining the Characteristics of Successful Women in an Adult Literacy Program." Unpublished paper, Spring 1996. (ED 392 988)

This paper reports on the results of a qualitative research study that attempted to answer questions related to successful participant characteristics and literacy program and staff support. Several themes emerged from the analysis, including women who return to school successfully have very strong support systems; program staff were perceived as helpful, caring, and nurturing; and all had reached a point where they felt they needed to do something about their literacy.

Sheared, V. "The Significance of Including the Lived Experiences of African Americans in Adult Basic Education Curriculum and Planning." In ***36th Annual Adult Education Research Conference Proceedings***, compiled by P. Collette, B. Einsiedel, and S. Hobden. Edmonton: University of Alberta, May 1995. (ED 385 781)

On the basis of the results of 153 interviews conducted with African American adult students, suggests that African Americans will participate and do participate in those adult basic and literacy education programs that connect with their culture and life stories—their lived experiences.

van Dijk, F. "Do We Need Separate Literacy Courses for Women?" In ***World without Writing, and Then . . . They Write for the First Time***, edited by R. Aspeslagh and J. VandenBerg. The Hague: Netherlands Institute of International Relations, February 1991. (ED 353 366)

By comparing the autonomous model of literacy (that which presents the consequence of literacy in terms of economic progress or cognitive improvement) with the ideological model of literacy (that which suggests that literacy is multilevel and embedded in whole cultures), the author argues for separate literacy courses for women. She concludes that "as long as the power division between women and men is unequal, women need a room of their own."

Wikelund, K. R. ***Motivations for Learning: Voices of Women Welfare Reform Participants. NCAL Technical Report TR93-10.*** Philadelphia: National Center on Adult Literacy, University of Pennsylvania, October 1993. (ED 364 748)

This study examined the meanings of literacy and basic skills training from the perspectives of individuals who appear to be lacking in basic skills, rather than from the point of view of a society trying to fix "deficient" individuals. The author concluded that *perceived opportunity structure*—defined as "an individual's expectation about what kinds of situations will arise and what their outcomes will be"—is essential to understanding motivation and participation.

Williams, G. S. "The Expressed Deterrents to Participation in Nonformal Adult Education of Low-Income Women." Ed.D. diss., Oklahoma State University, 1995.

The purpose of this study was to identify the expressed deterrents to participation in nonformal adult education of rural, low-income (AFDC) women. The Deterrents to Participation Scale-Nonformal identified the following six factors that deter low-income women from participating in nonformal adult education: disengagement, lack of comfortableness, lack of self-confidence, personal and family constraints, lack of continuity, and lack of benefit.

PROGRAM DESCRIPTIONS

Boudin, K. "Participatory Literacy Education behind Bars: AIDS Opens the Door." ***Harvard Educational Review*** 63, no. 2 (Summer 1993): 207-232.

The author draws on her background as both an inmate and a literacy educator in a women's correctional facility to describe her experiences incorporating critical literacy teaching practices into a skills-based curriculum. The pedagogical and social issues raised have many implications beyond the prison setting.

Daniell, Beth. "Composing (as) Power." ***College Composition and Communication*** 45, no. 2 (May 1994): 238-246. (EJ 483 206)

Considers the religious aspect of literacy education, which traditional academics have neglected. Describes how six women involved in Alcoholics Anonymous use literacy in their spiritual lives.

Griffin, C.; Sarcyk, T.; Swarts, T.; and Youngkin, B. "ABE Women: Gaining a New Voice." ***Adult Learning*** 5, no. 2 (November-December 1993): 19-21.

Describes a woman-only class of the Dayton Literacy Project, a cooperative program between the University of Dayton and the Human Services Department of Montgomery County, Ohio. Through a description of class activities, the article explains how the program focuses on learner empowerment.

Horowitz, R. ***Teen Mothers: Citizens or Dependents?*** Chicago, IL: University of Chicago Press, 1995.

This book is based upon the author's participant observation of a year-long program for teen mothers who had failed to graduate from high school. Designed to provide educational preparation for the General Education Diploma and job-readiness training, the program was experimental. Through her conversations with participants and observations of their interactions with the providers, the author divided the providers into two groups: arbiters, who tended to develop hierarchical relationships with clients, and mediators, who worked to create a community of women. The results of this ethnographic study provide insights about the construction of power in social relations.

Laubach Literacy Action. ***Women in Literacy/USA. 1994-95 Network Directory.*** Syracuse, NY: Information Center, LLA, 1995.

Contains 36 network information sheets for programs and people interested in women-focused literacy programs. In addition to contact information, each entry contains an overview of program, mission, description of activities, and a listing of materials produced or published.

Lloyd, B. A., with Ennis, F., and Atkinson, T. ***The Power of Woman-Positive Literacy Work: Program-Based Action Research.*** Halifax, Nova Scotia: Fernwood Publishing; Toronto, Ontario: Canadian Congress for Learning Opportunities for Women, 1994b.

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Provides a detailed account of the CCLOW action research project designed to explore the experience of women in literacy programs. Includes discussions of the workshops from which some of the collaborative, action, reflective research findings emerged. Also contains descriptions of the 12 programs, their communities, woman-positive activities, and the materials produced through the research.

Young, E., and Padilla, M. "Mujeres Unidas en Accion: A Popular Education Process." ***Harvard Educational Review*** 60, no. 1 (February 1990): 1-18.

This article describes the Spanish program of Mujeres Unidas en Accion, Inc., a nonprofit community-based agency offering educational programs to low-income Latina women. The core and spirit of the agency are illustrated through concrete examples of its participatory approach and the inclusion of testimonies from program participants. The educational program pays particular attention to the social, political, and economic context from which the women come and in which they live.

WOMEN AS LEARNERS

Belenky, M. F.; Clinchy, B. M.; Goldberger, N. G.; and Tarule, J. M. ***Women's Ways of Knowing***. New York: Basic Books, 1986.

Based on their study of female cognitive development, authors developed five major categories of women's ways of knowing: silence, received knowledge, subjective knowledge, procedural knowledge, and constructed knowledge.

Bingham, M. B. "Appalachian Women Learning in Community." In ***35th Annual Adult Education Research Conference (AERC) Proceedings***, compiled by M. Hyams, J. Armstrong, and E. Anderson. Knoxville: University of Tennessee-Knoxville, May 1994. (ED 381 616)

Reviews findings from a study of learning and change in women active in grassroots organizations in rural Appalachia.

Caffarella, R. S. ***Psychosocial Development of Women: Linkages to Teaching and Leadership in Adult Education***. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, 1992. (ED 354 386)

Three themes emerge from this review of female developmental models and studies: the importance of relationships, the diverse and nonlinear patterns of women's lives, and issues of intimacy and identity. Examples of the use of these themes in the practice of teaching adults and developing women as leaders are provided.

DeFrancisco, V.; Chatham-Carpenter; and Cowlagi, G. "What's School Got to Do with It? Adult Women's Reflections and Suggestions on the Role of Education in Developing Self-Esteem." In ***Achieving Gender Equity in the Classroom and On Campus: The Next Steps. AAUW Pre-Convention Symposium. (Orlando, Florida, June 22-24, 1995)***, pp. 57-62. Washington, DC: American Association of University Women, 1995.

The authors report on the results of indepth, semistructured interviews conducted with 43 women, ages 21 to 83. Eleven of the women were African American and the rest were Caucasian and all but five had high school degrees. The purpose was to determine how education and other experiences influenced their life experiences. Initial study results "yielded an increased understanding of the complex, interdependent ways in which education influences self-esteem in the context of other life experiences.

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Issues such as discrimination, oppressive parents, a preoccupation with one's body and shyness often kept participants from being able to receive positive affirmations in the classroom."

Enns, Carolyn Zerbe. "Integrating Separate and Connected Knowing: The Experiential Learning Model." ***Teaching of Psychology*** 20, no. 1 (February 1993): 7-13. (EJ 469 641)

A review of literature on learning styles and gender differences shows that abstraction and reflection are traditionally associated with mind-masculine, whereas concrete experience and active experimentation are associated with body-feminine.

Fitzsimmons, K. A. "African-American Women Who Persist in Literacy Programs: An Exploratory Study." ***The Urban Review*** 23, no. 4 (1991): 231-250.

Reports on a study that investigated the characteristics of African American women who persist in literacy programs; all participants cited their own determination as an essential and possibly the most important factor in their persistence.

Gilligan, C. ***In a Different Voice: Psychological Theory and Women's Development.*** Cambridge, MA: Harvard University Press, 1982.

A study of female development that concluded relationships and connectedness are important to women and that consequently many of their decisions are based on relationships and an "ethic of care."

Hayes, E., and Hopkins, J. "Women's Learning in Adult Literacy Education: Issues for Research, Policy, and Practice." In ***Papers from the First International Conference on Women and Literacy***, edited by J. R. Nurss and S. B. Ketchum. Atlanta: Center for the Study of Adult Literacy, George State University, February 1995.

Critically examines current beliefs and information about women's learning in the context of adult literacy learning. Following a discussion of the process used to locate literature, assertions about women's literacy learning found in the literature are presented (e.g., women as connected learners, women as silenced). Some issues and implications conclude the paper.

Hayes, E., and Hopkins, J. "Gender and Literacy Learning: Implications for Research in Adult Literacy Education." Paper presented at Roundtable Session, American Educational Research Association, New York, New York, April 1996. (ED 393 993)

Based on a critical review of the current literature on gender and literacy learning, this paper identifies key conceptual perspectives and research findings on the significance of gender in literacy learning; assesses the strengths and limitations of this scholarship; and draws implications for future research and theory building on gender and adult literacy learning.

Luttrell, W. "Working-Class Women's Ways of Knowing: Effects of Gender, Race, and Class." ***Sociology of Education*** 62 (1989): 33-46.

Describes and analyzes how African American and white working-class women define and claim knowledge. The women's perspectives challenge feminist analyses that have identified a single or universal mode of knowing for women; instead, they speak to complex gender, racial, and class relations of power that shape how they think about learning and knowing. (Also **Power, Race, and Class**)

MacKeracher, D. "Women and Literacy." In *Adult Literacy Perspectives*, edited by M. C. Taylor and J. A. Draper, pp. 377-386. Toronto, Ontario: Culture Concepts, 1989. (ED 333 117)

Examines the relationship between women and basic education from the perspective of dilemmas inherent in the definitions of basic education (especially literacy) and the functions of related educational opportunities, the relationship of women and girls to the formal education system, and the meaning of literacy in the day-to-day lives of women.

MacKeracher, D. "Women as Learners." In *The Craft of Teaching Adults. Enlarged Edition*, edited by T. Barer-Stein and J. Draper, pp. 71-86. Toronto, Ontario: Culture Concepts, 1993. (ED 362 644)

Focusing on women as learners, the author reviews ideas that have recently emerged from feminist research and commentary and discusses how adult educators can use these ideas to expand understanding of human learning and to improve approaches to facilitating the learning of both men and women. Also examines differences between adult education and feminist pedagogy.

Rigg, P. "Petra Learning to Read at 45." Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages, Toronto, Ontario, March 1983. (ED 249 761)

The author reports how the beliefs of a woman about learning to read required adjustments in the teaching approach; a greater obstacle, however, involved critical consciousness of one's self and situation. In this regard, the investigator realized that she and the tutor had missed important opportunities to connect the instruction to themes of importance to the woman learner. After the fact, the investigator also realized that she had missed opportunities for looking at her own stereotypes of women, nonliterate individuals, and Mexican migrants.

LEARNING ENVIRONMENT AND INSTRUCTIONAL APPROACHES

Delpit, Lisa D. "Acquisition of Literate Discourse: Bowing before the Master?" *Theory into Practice* 31, no. 4 (Fall 1992): 296-302. (EJ 456 603)

Teachers must acknowledge and validate minority students' home language without using it to limit their potential. Educators can help students transcend their home language, acquire a secondary discourse, and succeed in mainstream schools without losing respect for their home culture.

Gaber-Katz, Elaine, and Horsman, Jenny. "Tutors' Reflections: Is It Her Voice If She Speaks Their Words?" *Canadian Woman Studies* 9, nos. 3-4 (Fall-Winter 1988): 116-120.

Language is not neutral: it shapes experiences, and the experiences of literacy learners need to be represented in language. This can be accomplished only by going beyond good pedagogy, which teaches learners to read and write, into critical pedagogy, which also works toward social change that enables excluded groups to voice their experiences.

Graham, Kathryn. "Connection, Trust and Social Responsibility: A Feminist Pedagogy." Paper presented at the Annual Meeting of the Conference on College Composition and Communication, Cincinnati, OH, March 1992. (ED 347 542)

Traditional "masculine" approaches to teaching encourage separate knowing in which authorities fill "empty vessels" with knowledge. The connected teacher stresses active discovery and experience as sources of learning in a community based on trust, cooperation, and social responsibility.

Hayes, E. "Insights from Women's Experiences for Teaching and Learning." In ***Effective Teaching Styles, New Directions for Continuing Education, no. 43***, edited by E. Hayes, pp. 55-66. San Francisco: Jossey-Bass, Fall 1989.

Discusses elements of an alternative approach to teaching that is based on new understandings of women's experiences. Generally described as feminist pedagogy, this chapter proposes its application in adult education.

Hindman, Jane E. "Integrating the Voices: Writing as Healing as the Way to Constructed Knowledge for Basic Writers." Paper presented at the annual meeting of the Rocky Mountain Modern Language Association, Denver, CO, 1993. (ED 364 894)

Techniques that promote healing through writing and facilitate the integration of the subjective perspective and the received knowledge perspective essential to constructed knowing are (1) recognizing windows of opportunity for writing as healing; (2) recognizing when to back off from healing as a goal; (3) achieving connection through "disciplined subjectivity" and "participant observer" strategies; and (4) using metacognitive questionnaires to get closure on the cycle of healing.

Hollingsworth, Sandra; Dybdahl, Mary; and Minerik, Leslie Turner. ***By Chart and Chance and Passion: Two Women's Stories of Learning to Teach Literacy in Urban Settings through Relational Knowing***. East Lansing: Institute for Research on Teaching, Michigan State University, 1992. (ED 346 066)

Factors that support relational teaching include opportunities for ongoing conversation, teachers' passionate belief in themselves and learners as knowledge creators, a willingness to create eclectic approaches to literacy, and the ability to look critically at the teacher-learner relationship to evaluate the results.

hooks, b. ***Teaching to Transgress: Education as the Practice of Freedom.*** New York: Routledge, 1994.

Describes how learners can be taught to "transgress" against racial, sexual, and class boundaries in order to achieve the gift of freedom. hooks shares her insights, strategies, and critical reflections on pedagogical practice.

Horsman, J. "Working on Memories of Abuse." ***Australian Journal of Adult and Community Education*** 34, no. 1 (April 1994): 56-61.

The author uses her experiences of working collaboratively with a woman who had suffered abuse as a child to make the case for more explanation of ways to work with individuals and groups so that memories of abuse are not left unspoken and unacknowledged.

Lee, A. "Questioning 'Progressive' Pedagogies." In ***Women's Forum: Gender, Language and Critical Literacy. (Manly, Sydney, Australia, April 7-9, 1994) Forum Papers***, pp. 1-7. Sydney, Australia: Centre for Language and Literacy, University of Technology, Sydney, 1994. (ED 381 629)

From a feminist perspective, the author uses two classroom scenes that she observed to raise questions concerning some fundamental concepts and principles of "progressive" approaches to adult education. Suggests that although progressive pedagogies include such terms as "facilitating," "enabling," "listening," "responding," and "empowering," they need to be examined critically in terms of how they work in practice.

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National Institute of Adult Continuing Education. ***Women Learning: Ideas, Approaches & Practical Support. A Handbook for Women's Education***. Leicester, England: NIACE, 1991. (ED 353 431)

This handbook discusses issues surrounding provision of education and training for women and presents practical suggestions for making learners welcome, dealing with barriers, designing learning approaches, and assessing outcomes. Checklists of good practice and lists of resources and materials are included.

Parker, J. "Literacy and Empowerment: Women Telling Their Stories." Unpublished paper, April 1996. (ED 392 943)

This paper proposes a model in the form of a literacy support group for the purpose of empowering women who are marginalized due to their lack of conventional literacy skills. The use of story telling as a way of understanding experiences is described, including specific examples of its use in literacy programs.

Sandler, B. R.; Silverberg, L. A.; and Hall, R. M. ***The Chilly Classroom Climate: A Guide to Improve the Education of Women***. Washington, DC: National Association for Women in Education, 1996.

This report describes more than 50 ways men and women are treated differently in the classroom and examines such key issues as how gender affects what goes on in the classroom; the influence of teaching style and pedagogy; intersections of race and gender, with special emphasis on women of color; and the importance of including women in the curriculum. More than 270 specific recommendations for action are offered for administrators and faculty. Although the report is intended for a higher education audience, it has great relevance for adult literacy educators. (Also **Program Development**)

Sanguinetti, Jill. "The Sound of Babel and the Language of Friendship. An Exploration of Critical and Feminist Pedagogies and Their Application in Teaching ESL and Literacy to Women." ***Australian Journal of Adult and Community Education*** 34, no. 1 (April 1994): 18-38. (EJ 490 491)

Feminist reflection on teaching English as a second language to Australian migrant women concludes that empowerment assumes teacher-student solidarity. Women-centered culture can help bridge cultural, class, and political differences.

Smith, Lauren. "Secret Basketball: One Problem with the Student-Centered Classroom." ***Feminist Teacher*** 8, no. 1 (Spring-Summer 1994): 16-19.

Sometimes relinquishing teacher authority by making a student-centered classroom may disempower the very students teachers want to empower. Teachers must recognize that egalitarian classrooms are still located in the context of an inequitable world.

Spendiff, Anne. "Learning Brings Us Together: The Meaning of Feminist Adult Education." In ***Working and Learning Together for Change***, edited by C. Biott and J. Nias, pp. 109-129. Buckingham, England: Open University Press, 1992.

Explores the meaning of feminist adult education through such issues as curriculum negotiation, the place of emotion in the classroom, the teacher-learner relationship, relationships with other adult educators, and measurement of achievement.

Tisdell, E. J. "Feminism and Adult Learning: Power, Pedagogy, and Praxis." In *An Update on Adult Learning Theory, New Directions for Adult and Continuing Education, no. 57*, edited by S. Merriam, pp. 91-103. San Francisco: Jossey-Bass, Spring 1993.

Reviews two common strands of feminist pedagogy—the "liberatory" and "gender" models—and discusses implications for practice and theory building.

Tisdell, E. J. *Creating Inclusive Adult Learning Environments: Insights from Multicultural Education and Feminist Pedagogy*. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1995. (ED 384 872)

Synthesizes literature related to inclusivity and diversity in adult education and examines aspects of the wider multicultural education and feminist theory and pedagogy literature that offers insights specifically for creating inclusive adult learning environments.

CURRICULUM DEVELOPMENT AND LEARNING RESOURCES

Atkinson, T., with Ennis, F., and Lloyd, B. A. *Listen to Women in Literacy: The Power of Women-Positive Literacy Work*. Halifax, Nova Scotia: Fernwood Publishing; Toronto, Ontario: Canadian Congress for Learning Opportunities for Women, 1994.

Written and designed for intermediate adult literacy students, this book contains materials from *The Power of Woman-Positive Literacy Work: Program-Based Action Research* and *Women in Literacy Speak: The Power of Woman-Positive Literacy Work*. Its two sections cover what programs did that was positive for women and what was learned.

Auerbach, E. R. *Making Meaning, Making Change. Participatory Curriculum Development for ESL Literacy*. Washington, DC: National Clearinghouse on Literacy Education, 1992. (ED 356 688).

This guide to participatory curriculum development raises issues associated with the varied needs of limited-English-proficient literacy students by explaining the principles of the participatory approach and discussing program structure, examining the participatory cycle in action. It addresses how to find student themes and how to develop curriculum around them; it also looks at how students can use literacy to make meaningful change in their lives.

Belliveau, M.; Marchant, C.; and Yankwitt, I. *Unmasking Face to Face: A Workbook on Welfare*. New York, NY: Adult and Family Learning Center, Stanley M. Isaacs Neighborhood Center, n.d.

This workbook was developed by a group of teachers who are concerned about how welfare recipients are portrayed in the media during the welfare reform debates. It contains 10 lessons that are designed to give learners the opportunity to look behind the newspaper headlines, understand the system better, and share with each other their own welfare experiences. Topics include "the run-around," common acronyms associated with welfare, making ends meet on welfare and on minimum wage jobs, welfare myths and facts, and economics lessons on the GNP and capitalism.

Canadian Congress for Learning Opportunities for Women. *Telling Our Stories Our Way: A Guide to Good Canadian Materials for Women Learning to Read*. Toronto, Ontario: CCLOW, 1990.

Features reviews of selected books and pamphlets of special interest to women learning to read. Reviews were written by groups of students, by literacy workers, or by literacy workers and students together.

Carlisle, M. ***A Guide to Adult Basic Education in Women's Bridging Programs***. Victoria, British Columbia: Ministry of Education, Skills, and Training, Province of British Columbia, 1996.

Based on the assumption that the needs of the women involved in the program dictate the content and the manner in which it is delivered, this publication provides samples of the kinds of ABE activities that were designed for women in bridging programs. Bridging programs provide women who have experienced abuse a safe, supportive environment in which to gain or increase the confidence necessary to participate effectively in education, training, and employment. Areas covered include study skills, reading and writing, and mathematics. Information on portfolio assessment is also included.

The Change Agent: Focus on Economic Literacy and Justice Issues. vol. 1, no. 2. Boston, MA: New England Literacy Resource Center, November 1995.

The second issue of this newspaper focuses on the questions related to the economic roles of adult learners and adult educators. The articles, which can serve as teaching and learning resources as springboards to further inquiry and activities, cover topics that are rarely covered by adult literacy education: community economics, employment issues, welfare and wealthfare, income distribution, and taxes.

Croydon, A., and Wilkes, S. ***From Classroom to Community: Building Leadership and Advocacy Skills in the ESL Class. A Curriculum Sample***. Seattle, WA: Refugee Women's Alliance, n.d.

Developed through a grant from Laubach Literacy Action Women in Literacy/USA Project, this curriculum focuses on helping learners develop leadership and advocacy skills within the context of women's issues and concerns. It includes three sections: needs assessment and advocacy and leadership skills development; providing opportunities for learners to practice leadership skills, including planning special events with ESL learners; and involving learners in program planning and evaluation. The collection is not intended to be a complete curriculum but a compilation of suggested activities that can be used by others interested in integrating leadership and advocacy skills development into existing curriculum.

Gaskell, J., and Willinsky, J., eds. ***Gender In/forms Curriculum: From Enrichment to Transformation***. New York: Teachers College Press, Columbia University, 1995.

Contributors to this book represent a diverse set of perspectives on the significance of recent developments in research on gender and on what it means for the curriculum. Although geared primarily for "school," chapters cover a range of topics of interest to adult literacy practitioners including technology, vocational education, writing, and mathematics. "Situating ESL between Speech and Silence," by Kathleen Rockhill and Patricia Tomic is the only chapter that addresses adults.

HEAL Project. ***Breast and Cervical Cancer Resource Kit***. Boston, MA: Health Education and Literacy Project, World Education, 1994-1995.

The HEAL project materials are designed to introduce health education curricula and materials focusing on early detection and control of breast and cervical cancer into adult basic education and English-as-a-second-language programs. They were developed using a participatory or empowerment model that involved teachers and learners in the development and

design of many of the materials. The ***Resource Kit*** contains a comprehensive set of materials, including a annotated bibliography, learner and teacher made curriculum materials, videos, a collection of journal and newspaper articles about women's health, and a curriculum sourcebook. A ***Core Kit***, a representative sampling of materials from the larger ***Resource Kit***, is also available at a more affordable price.

Kazemek, F. E., and Rigg, P. ***Enriching Our Lives: Poetry Lessons for Adult Literacy Teachers and Tutors.*** Newark, DE: International Reading Association, 1995. (ED 392 051)

This book contains nine sample lessons written in a clear, step-by-step format and each focusing on a different type of poetry such as poetry about objects and work, music as poetry, and humorous poetry. Included is a chapter of advice on dealing with skills such as spelling, punctuation, and grammar; ways to incorporate computers; ways to initiate student publishing; and additional resources for teachers and tutors.

LaFromboise, T. D. ***Circles of Women: Professional Skills Training with American Indian Women.*** Newton, MA: Women's Educational Equity Act Center, 1989. (ED 329 377)

Although this resource is designed as a guide for leadership training workshops with Native American women at various levels of professional training, it contains exercises and work sheets that could be adopted or adapted for literacy learners. The workshop materials cover enhancing self-esteem, acquiring culturally appropriate assertiveness skills, planning careers, and developing financial management abilities. Also of value is a section on the primary issues and problems facing Native American women today.

Lutheran Settlement House. ***Newsletter Promoting Student Learning and Student Community. Final Report.*** Philadelphia, PA: Lutheran Settlement House, Lutheran Social Mission Society, June 1993. (ED 373 176)

This report on the student newsletter that was produced by the learners and teachers in the adult basic education unit of the Lutheran Settlement House Women's Program can be used as the basis for similar projects. Three editions of the newsletter, which contained features designed to motivate student writing, are included. Student-generated topics, such as homelessness, AIDS, and abuse were covered in the newsletter and over 90 learners contributed individual articles on these and other topics.

Lutheran Settlement House. ***Women's and Community Issues Magazine. Final Report.*** Philadelphia, PA: Lutheran Settlement House, Lutheran Social Mission Society, 1994. (ED 376 368)

GED, pre-GED, and adult basic education learners and teachers in the Lutheran Settlement House Women's Program participated in the production of two magazines focusing on women's and community issues. This report includes enough detail on the process that it can be used by others wishing to replicate a similar activity. A survey form, which is included in the first issue, was used to generate issues from learners. Learner responses to the issues (e.g., abuse of children, AIDS, domestic violence, abortion/fertility, and gun control) are included in both issues.

Luttrell, W. ***Building Multi-Cultural Awareness—A Teaching Approach for Learner Centered Education.*** Philadelphia, PA: Lutheran Settlement House, Lutheran Social Mission Society, 1982. (ED 222 638)

Based on 6 years' experience with over 5,000 women in the Lutheran Settlement House Women's Program, this manual is designed to describe and share the experience of developing a multicultural awareness curriculum. The manual articulates a learner-centered approach for the development of

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curriculum materials that explore and analyze people's experiences living in a multiracial, multicultural community. Included are the process, teaching approach, and materials used in the project.

Martin, R., and Schreiber, T. ***Other Colors: Stories of Women Immigrants.*** Albuquerque, NM: Other Colors Project, 1996.

Based on the award-winning radio series, **Other Colors: Stories of Women Immigrants**, this teaching kit is designed to facilitate dialogue between people of different cultures, to change the way immigrant women are regarded, to address directly race- and gender-based prejudice, and to enhance pleasure and fluency in reading and writing. The kit includes two 30-minute audiotapes and a teacher's guide. Themes explored include work; family violence; mother/daughter relationships; and race, culture, and national identity.

Morley-Warner, T. "'Once upon a Time . . . :' An Examination of Some Picture Books in the Light of a Feminist Critical Literacy Pedagogy." In ***Women's Forum: Gender, Language and Critical Literacy (Manly, Sydney, Australia, April 7-9, 1994). Forum Papers***, pp. 19-22. Sydney, Australia: Centre for Language and Literacy, University of Technology, Sydney, 1994. (ED 381 629)

Provides guidelines for critically analyzing text and illustrations in children's literature; could be used in conjunction with learners or in selecting gender-appropriate materials.

Nash, A.; Cason, A.; Ruhm, M.; McGrail, L.; and Gomez-Sanford, R. ***Talking Shop: A Curriculum Sourcebook for Participatory Adult ESL.*** Washington, DC: Center for Applied Linguistics, 1992. (ED 356 687).

Written by community-based adult basic education teachers, these accounts of teaching and learning experiences focus on the following: the importance of articulation as a survival skill, the immigrant experience, the mother-child relationship as a curriculum topic and means of involving parents in children's learning, and teaching techniques and approaches.

NiCarthy, G., and Davidson, S. ***You Can Be Free: An Easy-to-Read Handbook for Abused Women.*** Seattle, WA: Seal Press, 1989.

Based on the book, ***Getting Free: A Handbook for Women in Abusive Relationships*** by Ginny NiCarthy, this handbook can be used as a curriculum resource in literacy programs. Its 19 chapters cover many questions and issues related to abusive relationships. It includes exercises, poses questions, and provides vignettes based on the experiences of abuse survivors.

Nonesuch, K., ed. ***Making Connections: Literacy and EAL Curriculum from a Feminist Perspective.*** Toronto, Ontario: Canadian Congress for Learning Opportunities for Women, 1996.

Developed through a participatory approach, this feminist curriculum contains 13 chapters on the following topics: daily lives, exploring learning and identity, self-esteem and literacy, gender roles, cultural awareness activities, women we look up to, women and work, tools for building self-esteem, choosing safer sex, songs about women's issues, poetry by Canadian women, women's ways of learning, and women of courage (herstory). Each chapter is a collection of reading material and activities to use with literacy or ESL learners, and suggestions are given for adapting material to use with learners in other settings. Reading level of student material varies from nonreaders to functional literacy level.

Selected Resources

Peyton, J. K., and Staton, J. ***Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English.*** Washington, DC: National Clearinghouse on Literacy Education, Center for Applied Linguistics; McHenry, IL: Delta Systems, 1996.

Although written specifically with ESL learners in mind, this book will also be of interest to other literacy educators. It calls for making open and continuing dialogue a central part of any work with adults and discusses various ways to promote this dialogue with learners, tutors, and teachers in a variety of programs. Practical suggestions for starting and maintaining written dialogue are included.

Religious Network for Equality for Women. ***Learning Economics: Empowering Women for Action. Facilitators Guide and Participant Packet.*** New York, NY: Religious Network for Equality for Women, 1988. (ED 314 612)

Although not designed specifically for literacy programs, these materials could be adapted for use in discussing topics related to economic justice. The six sessions cover a variety of topics including women and work: paid and unpaid labor; the international economy; connecting values with the economic reality of women; and determining personal social action possibilities. The participant packet also contains reading material titled Where Does Income Come From?, How Does the Labor Market Work?, and Why Don't We Have Full Employment?

Schneider, P., ed. ***In Our Own Voices: Writing by Women in Low-Income Housing.*** Amherst, MA: Amherst Writers & Artists Press, 1989.

This collection of writings grew out of an ongoing writers workshop. Participants were eight low-income women from a housing project in Massachusetts. Many of the selections require midlevel reading skills; however, they could be read orally by proficient readers and used as springboards for discussion and/or participant writing.

Schneider, P. ***The Writer as an Artist: A New Approach to Writing Alone and with Others.*** Los Angeles: Lowell House, 1994.

In this book, Pat Schneider outlines the writing workshop process she has used successfully in developing the creative writing skills of low-income women. Designed to be used alone or with groups, it contains many exercises that can be adapted for classroom use.

Shore, S.; Black, A; Simpson, A.; and Commbe, M. ***Positively Different: Guidance for Developing Inclusive Adult Literacy, Language, and Numeracy Curricula.*** Canberra, Australia: Department of Employment, Education, and Training, 1993. (ED 371 112)

Reports on the results of a project designed to produce guidelines for developing gender-inclusive, ethnic-inclusive, and nonageist materials in adult literacy curricula and to develop examples of adult literacy curricula exemplary in the use of nonsexist, nonageist, and nonracist material. (Also **Power, Race, and Class**)

Venema, Minke S. "Help! (Not-So-Good Materials for Learning to Read)." ***Women's Education des femmes*** 11, no. 3 (Spring 1995): 11-14.

Points out the sexism in much of primary reading material available to adult literacy programs. Suggests that such materials harm women learners by denigrating their intellectual capacity, men learners by reinforcing sexist attitudes, and women literacy teachers by undermining their credibility.

Waheenee: An Indian Girl's Story Told by Herself to Gilbert L. Wilson. Lincoln: University of Nebraska Press, 1981. (Distributed by the National Women's History Project, 7738 Bell Road, Windsor, CA 95492.)

Waheenee, a Hidatsa Indian woman, was born in 1839 into a tribe that had been devastated by smallpox. Beginning in 1908 and continuing over a 10-year period, she told her life story to Gilbert L. Wilson, a historian studying the remnants of the Hidatsa tribe. This book offers an inside look at the life of Hidatsa tribe women; although designed for young adults, it could be used by advanced readers or presented orally to learners with low-level reading skills.

Women's Self-Help Network. ***Working Together for Change: Women's Self-Help Handbook***. Campbell River, British Columbia: Ptarmigan Press, 1984. (Distributed by Comox Valley Women's Resource Centre, P. O. Box 3292, Courtenay, BC V9N 5N4.)

This two-volume publication grew out of a project that designed and tested a self-help education program intended to meet the special needs of rural women. The purpose was to teach women self-help skills for personal and social change and to train women to use the materials in their own communities. Popular education techniques and principles provide the foundation for the publication. Volume One contains information for trainers, including facilitation, setting up courses, and peer counseling tools. Volume Two is a set of modules to be used in conjunction with Volume One. Module topics cover such topics as self-esteem/self-awareness, values/goals, communication skills, assertiveness, dealing with differences, community organizing, dealing with conflict, and group building.

LITERACY WORKERS

Angwin, J. "The Reconstruction of Women's Work in Adult Education." In ***Women's Forum: Gender, Language and Critical Literacy (Manly, Sydney, Australia, April 7-9, 1994). Forum Papers***, pp. 39-41. Sydney, Australia: Centre for Language and Literacy, University of Technology, Sydney, 1994. (ED 381 629)

In the context of the movement toward the competency-based approach to curriculum development, briefly examines what feminist and poststructural perspectives on educational research can offer to women working in adult literacy education.

Blais, H., and Gellard, S. ***A Chance to Talk: The Birth of the Feminist Literacy Workers' Network***. Toronto, Ontario: Feminist Literacy Workers' Network, 1993.

This report describes the activities of the Canadian Feminist Literacy Workers' Network from its founding in 1990 through the end of 1992. Much of the report focuses on a conference held in 1992 and the results of a questionnaire circulated following the conference.

Bowen, Tricia. "Feminist Research in the ALBE Classroom." ***Australian Journal of Adult and Community Education*** 34, no. 1 (April 1994): 62-66. (EJ 490 495)

Feminist research should be for, with, and by women. It is collaborative, acknowledges researcher subjectivity, explores the uniqueness of women's experience, and encourages recognition of how change might occur. The perspectives of feminist research resemble those of critical literacy theory.

Garber, N.; Horsman, J.; and Westell, T. "Feminism and Literacy." In ***Women, Literacy and Action: A Handbook***, edited by M. Breen. Toronto: Ontario Literacy Coalition, February 1991. (ED 363 755)

This article describes the authors' evolution into feminists and the challenges they face in their feminist thinking from the women learners with whom they work. Topics covered include learner-centered and woman-positive programs, language experience as a vehicle for women to "tell their stories," the role of women's groups in literacy programs, issues of access and violence, and the need for feminist literacy workers' voices to be heard.

Garrow, S., and Stoker, L. "McGill Students for Literacy: A Feminist Assessment." ***Women's Education des femmes*** 11, no. 1 (Spring 1994): 31-35.

This article reports on a feminist evaluation of McGill Students for Literacy (MSL), an independent literacy organization founded and operated by McGill University students for the purpose of training McGill students to tutor adults and youth in basic literacy skills and to promote awareness of il/literacy issues. As a result of the assessment of MSL, the authors conclude that the challenge that lies ahead is for literacy workers to find meeting points between feminism and literacy through a reciprocal relationship designed to move the understanding of women and literacy from that of the "us/them" paradigm to the development of community and dialogue.

Gilding, N. "The Struggle for Critical Literacy and Feminist Reform: Some Axioms and Observations." In ***Women's Forum: Gender, Language and Critical Literacy (Manly, Sydney, Australia, April 7-9, 1994). Forum Papers***, pp. 31-38. Sydney, Australia: Centre for Language and Literacy, University of Technology, Sydney, 199. (ED 381 629)

Critiques the competency-based movement and the traditional role assumed by many women literacy workers (i.e., "caring and sharing") and argues for the development of a feminist perspective to achieve the goal of critical literacy.

Hugo, J. "Adult Education and Feminist Theory: Radical Thinking in Adult Education." In ***Radical Thinking in Adult Education***, edited by P. Cunningham and J. Ohliger. Syracuse, NY: Syracuse University Kellogg Project, February 1989. (ED 305 462)

Author describes why she is interested in feminist theory; provides an overview of feminist theory, including how it calls for a radical revisioning of education; and discusses the implications of feminist theory for adult education in the United States.

Norton, M. "Literacy Work as Women's Work and Other Reasons It Is Undervalued." ***Australian Journal of Adult and Community Education*** 34, no. 1 (April 1994): 71-75.

This review examines four articles about the valuing of women's labor in relationship to the author's and other literacy workers' experiences. Three questions are examined: why is literacy work not valued? what can literacy workers do about it? and what are some barriers to collective action?

RESOURCE LISTS/BIBLIOGRAPHIES

Belcher, L., and Hopkins, J. ***Bibliography on Women and Literacy***. Atlanta: Center for the Study of Adult Literacy, Georgia State University, February 1995.

This 19-page annotated bibliography was developed in conjunction with the First International Conference on Women and Literacy held in Atlanta in February 1995. Annotations provide information about the perspective of the writers.

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Benjamin, L. M. ***Feminist Teaching Methods for Adult and Popular Education. An Annotated Bibliography.*** Bellville, South Africa: Centre for Adult and Continuing Education, University of the Western Cape, February 1994. (ED 390 986)

This publication lists journal articles published between 1990-1993 that explore the intersections of gender, race, class and culture; link women and popular education; and examine key concepts such as power, empowerment, resistance, difference, dialogue, and so forth.

Branaman, L. ***Women and ESL Literacy. NCLE Minibib.*** Washington, DC: National Clearinghouse for ESL Literacy Education, Center for Applied Linguistics, July 1995.

This annotated bibliography contains selected journal articles and documents from the ERIC database on the topic of women and English-as-a-second-language literacy.

Carmack, N. "Women and Literacy: A Working Bibliography." Unpublished paper distributed at the American Association for Adult and Continuing Education Annual Conference, Nashville, Tennessee, November 1994.

This list includes relevant literature related to the topic of women and literacy.

International Council for Adult Education. ***Women's Education: An Annotated Bibliography.*** Toronto, Ontario: ICAE, 1993.

This bibliography lists 178 items on women's education that are housed in the International Council for Adult Education's Resource Centre. Resources, covering the period from the 1960s to the present, include monographs, conference proceedings, reports, special issues of periodicals, teaching resources, and reference materials on such topics as women's formal and nonformal education, literacy programmes, educational issues regarding women in development, and the growing feminist critique of education.

Rosoff, I., ed. ***The WomanSource Catalog and Review: Tools for Connecting the Community of Women.*** Berkeley, CA: Celestial Press, 1995

This publication reviews nearly 2,000 books, periodicals, organizations, mail-order catalogs, products, audiotapes, videos, and software. Areas covered include health care, child care, humor, the arts, the environment, travel, auto repair, and construction. A valuable source of information for curriculum and instructional development resources. Also, women learners can use it as "a springboard from information access to knowledge and action."

JOURNAL ISSUES

Adults Learning, Vol. 5, No. 3, November 1993; Vol. 6, No. 5, January 1995; and Vol. 7, No. 3, November 1995.

These three issues of ***Adults Learning***, the practitioner journal published by the National Institute of Adult Continuing Education in Great Britain, feature themes on aspects of women in adult education and many of the articles are related to literacy. The theme of the November 1993 issue is "Keeping Women's Education on the Agenda," and articles are based on papers from the NIACE's International Women's Day conference held in 1993. In January 1995, the theme of the journal is "Women Learning: Assessment, Accreditation and Outcomes." The November 1995 issue focuses on "Quality Issues in Women's Education and Training." As in the November 1993 issue, the articles are based on the NIACE International

Women's Day conference held in March 1995. A critical perspective is represented in many of the articles in these three issues. The journal is indexed in ERIC. UMI availability or contact NIACE, Subscriptions Department, 21 De Montfort Street, Leicester LE1 7GE, England.

Australian Journal of Adult and Community Education, Vol. 34, No. 1, April 1994.

"Gender and Adult and Community Education" is the theme of this issue, edited by Sue Shore and Elaine Butler. Many articles are related to literacy. The journal is published by the Australian Association of Adult and Community Education and is indexed in ERIC. UMI availability or contact Mary Hannan, AAACE Office, PO Box 308, Jamison Centre, ACT 2614, Australia; fax: (06) 251-7935.

Canadian Woman Studies, Vol. 9, Nos. 3-4, Fall-Winter 1988.

"Women and Literacy" is the theme of this issue that is filled with many wonderful articles and information on Canadian programs. For information, write to Canadian Woman Studies, 212 Founders College, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3.

Convergence, Vol. 27, Nos. 2-3, 1994; Vol. 27, No. 4, 1994; and Vol. 28, No. 3, 1995.

Although *Convergence*, published by the International Council for Adult Education (ICAE), frequently contains articles about women and literacy, during the past 2 years it has featured three issues with themes related to women. The first, Volume 27, Numbers 2-3, was published in honor of the Fifth World Assembly of Adult Education, "Women, Literacy and Development: Challenges for the 21st Century," held in Cairo in 1994 and the Fourth World Conference on Women in Beijing in 1995. The following issue, Volume 27, No. 4, featured the proceedings of the Fifth World Assembly of the ICAE, that was held in conjunction with the Fifth World Assembly of Adult Education. The theme of the most recent issue, Volume 28, No. 3, is "Education for Women's Empowerment—Beijing and Beyond." The articles presented in the issue illustrate how empowerment theory translates into practice and raise issues that both reflect and build on the discussion in Beijing. Anyone seeking an understanding and perspective of the international aspects of women and literacy will want to review these issues. Indexed in ERIC; UMI availability or contact ICAE, 720 Bathurst Street, Suite 500, Toronto, Ontario, Canada M5S 2R4; fax (416)588-5725; e-mail: icae@web.apc.org

New Directions for Adult and Continuing Education, No. 61, Spring 1994.

This theme of this issue of *NDACE*, edited by Elisabeth Hayes and Scipio A. J. Colin III, is "Confronting Racism and Sexism." Although the articles are not directly related to literacy, many touch on relevant issues. The volume would be particularly useful for staff development activities. Indexed in ERIC; UMI availability or contact Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1342.

Voices Rising: A Bulletin about Women and Popular Education, Volumes 1-4, 1987-1990. (ED 337 607).

This discontinued bulletin was the primary networking tool of the Women's Program of the International Council for Adult Education (ICAE). The six issues that make up this ERIC document include articles from women's programs worldwide.

Part II
Analysis of the Literature Base

Related Issues, Emerging Trends, and Gaps

A number of issues and trends emerge from the growing literature base related to women and literacy. Although much of the information has been generated abroad (e.g., Canada, Australia, and Great Britain), it has relevance for programs in the United States. This chapter begins by reviewing some of the issues surrounding literacy programming for women. Next, trends in the development of the literature base are discussed. Gaps in the literature base are noted in the conclusion.

What Are the Issues?

Issues associated with centering literacy programming on the needs of women learners are multifaced and complex. Not surprisingly, these issues echo many of the ongoing debates within the broader field of adult literacy education, especially those having to do with its underlying assumptions. As noted in chapter 2, they also reflect a variety of feminist positions. The goal of this section is to mention some issues that emerged from the literature and resources and present the range of perspectives represented in the literature. Several of the issues described here are expanded in the chapter, "Women as Learners."

A major issue related to literacy programming for women has to do with its goals and purposes, that is, How should woman-centered literacy programs be designed and what should they attempt to accomplish? As described and deliberated in the literature, the goals and purposes of literacy education for women can be portrayed on a continuum with "maintaining the status quo" at one end and "promoting critical literacy" at the other. Those programs whose primary purpose is to help women function in their traditionally ascribed social roles (e.g., parent, spouse, worker) are viewed as maintaining the status quo, whereas those that assist participants in developing skills that can be

used to question the status of women in society are seen as encouraging critical literacy (e.g., Bhola 1994; Flint-Coplan 1991; Horsman 1994; Lesirge and Mace 1992; Rockhill 1994).

In reality, most programs fall somewhere between the two extremes represented by the ends of the continuum because they have a combination of goals and purposes (e.g., Boudin 1993; Griffin et al. 1993). Hugo (1996) suggests that programs supported by Laubach Literacy Action's Women in Literacy/USA (WIL/USA) focus on a combination of the following: fundamental skills, critical thinking, cultural expression, and community action. Each WIL/USA program's particular areas of emphasis are established based on the needs of the participants and the local community. An emphasis in one area, however, does not mean that the others are not addressed (ibid.).

Two areas of literacy programming for women, the goals and purposes of which have been critiqued in the literature, are family literacy and programs designed to develop job skills. Generally, these assessments have focused on those programs with narrow goals that preclude woman-positive programming or with purposes designed to perpetuate the status quo. For example, instead of family literacy programs that treat women in terms of their role as parents, Flint-Coplan (1991) argues for programs using a feminist curriculum. According to Flint-Coplan, when curriculum in family literacy programs is based on the role of parent, the "approach falls nicely within the societal norm that keeps responsibility for children on women's shoulders" (p. 42). A feminist curriculum, however, would advocate woman-positive programming that treats women as a whole being, not just as a parent. In a similar vein, Cuban and Hayes (forthcoming) suggest that, rather than perpetuating the transmission model of literacy, family literacy programs need a gendered perspective that interprets women's needs and interests in relation to their perspectives as women. Isserlis (1990) poses critical questions about the family literacy movement's agenda suggesting that some family literacy programs support the "school-as-authority" model of education, thus neglecting to draw upon the expertise of the participants. Analyses of literacy programs that focus on job skills suggest that their narrow, competency-based focus leaves little room for woman-positive curriculum (Gowen 1991; Lesirge and Mace 1992; Solity 1994). Many workplace programs also tend to reflect the societal norms that place women at an economic, social, and psychological disadvantage to begin with (ibid.).

Closely related to the discussion of the goals and purposes of literacy education for women is the question of whether programs should be "single sex," that is, designed for women only. Those who support women-only programs (e.g., Carmack 1992; Cornes 1994; and van Dijk 1991) do so on the basis that they will help compensate for some of the inequities women have suffered as well as provide an environment in which they can communicate freely. An emerging perspective (e.g., MacKeracher 1993; Shore et al. 1993; Tisdell 1995) suggests that, rather than having separate programs for women, the goal should be to provide an educational environment that reflects the multiple perspectives—gender, ethnicity, class, age, sexuality, and/or physical abilities—that individuals bring to learning settings. These two perspectives reflect differing feminist positions; those advocating "women-only" programs share similarities with radical feminism, whereas those calling for representation of multiple perspectives more closely resemble the ideas of socialist feminists (Blundell 1992).

Another issue that is related to the goals and purposes of women-centered literacy programming concerns learner-centered and woman-positive approaches. Those educators who fall at the "promoting critical literacy" end of the continuum support learner-centered, participatory learning environments. However, some sources suggest that learner centered (placing learners at the center of a learning activity) may not always be woman positive (providing positive experiences for all women). Although learner-centered programming "may help resolve some of the authority issues inherent in . . . teacher-centered programming," it tends to make "invisible certain kinds of relationships among students, among workers, and among students and workers . . . [especially those based on] differences in race, sex, class background, abilities, sources of income, immigration status, and so on" (Lloyd, Ennis, and Atkinson 1994, p. 25). Lee (1994) uses examples of two learner-centered classroom scenes she observed to raise questions concerning some fundamental concepts and principles of progressive approaches to adult education suggesting that such terms as *facilitating*, *enabling*, *listening*, *responding*, and *empowering* need to be examined critically for how they work in practice.

“Some sources suggest that learner centered (placing learners at the center of a learning activity) may not always be woman positive (providing positive experiences for all women).”

The status and role of literacy workers is also an issue discussed in the literature. Because the adult literacy work force is predominantly female, the status of literacy workers is affected by the disadvantage that women experience in terms of employment (Hayes and Colin 1994). Beyond the problem of low status, however, is the issue of the appropriate role for literacy workers,

particularly as it relates to a feminist perspective. Questions affiliated with this issue include: Why is literacy work not valued? What can literacy workers do about their low status? Is a feminist perspective necessary to achieve the goal of critical literacy? In interacting with learners, should feminist literacy workers modify their perspective? and How can literacy workers understand their own ethnicities better? (Campbell 1992; Garber, Horsman, and Westell 1991; Gilding 1994; Norton 1994; Shore 1994). These questions revolve around two different but interconnected dimensions. Norton (1994) questions the relationship between women's work and the low value accorded literacy work. Garber, Horsman, and Westell (1991), Gilding (1994), and Shore (1994) examine how a literacy worker's perspective (e.g., feminist or white ethnicity) might affect the instructional setting.

For the most part, questions about the status and role of literacy workers are absent from the literature produced in the United States. According to Canadian Linda Shohet (1995) the topic of "women practitioners as a marginalized group both in their paid and volunteer roles" (p. 8) was not part of the conversation of the participants in the First International Conference on Women and Literacy, most of whom were from the United States. And, as noted in Part I, discussions of the relationship between feminism and women and literacy are only beginning to emerge in the literature produced in the United States.

Lack of discussion and writing about literacy workers in the United States is an issue in itself. Individuals working in women and literacy may have intentionally shied away from discussions of the influence of feminist perspectives on their work for a number of reasons including the following:

- they fear negative repercussions;
- they do not want to be identified with feminism or feminist causes;
- they do not feel that feminism adequately represents the needs of the women with whom they work, that is, they perceive feminism to embrace the perspectives of white, middle-class women;
- they do not consider themselves feminists in outlook or orientation.

The action research project on women and literacy conducted by the Canadian Congress for Learning Opportunities for Women (CCLOW) documented the hesitancy of some literacy workers to identify publicly with feminism (Lloyd, Ennis, and Atkinson 1994a). Although several participants "acknowledged that

feminism had been important to their way of thinking and being in the world . . . they felt that calling an activity 'feminist' would be making it more narrow than calling it 'woman-positive'" (ibid., p. 49). In the end, what was important for participants in the CCLOW project was to have programs that were broadly defined and accessible.

Whether or not literacy workers wish to identify publicly with feminism, they need to understand how it can and does influence the area of women and literacy. In answering the question "What does feminist education look like?" Hugo (1989) listed the following characteristics:

- It is based on women's experiences.
- It uses a collective and collaborative process.
- It teaches women how to assume their own autonomy and to share and acknowledge other women's autonomy.
- It is interdisciplinary and its goal is the restructuring of society.

"Whether or not literacy workers wish to identify publicly with feminism, they need to understand how it can and does influence the area of women and literacy."

These characteristics could also be used to describe some of the current women and literacy programming. What is needed, however, is a greater understanding of feminist perspectives and an acknowledgement of how they can be used to influence women and literacy programs.

The issues described here emerge from differing perspectives about women-centered literacy programming. These varying perspectives have resulted in assumptions about what such programs should achieve and how they should be developed. The debates related to differing approaches should be viewed as a healthy development as they help clarify and make more explicit the underlying assumptions. Practitioners seeking more information about these issues as well as on program development for women-centered literacy can look to the literature. Trends in this literature base are described next and the following section provides an analysis of literature related to women as learners.

What Are the Trends in the Literature Base?

As discussed in Part I, although substantial, the literature base of materials on women and literacy is interdisciplinary in nature and comes from a diverse array of sources, some of which are

outside the mainstream. Print materials (such as research reports, theoretical discussions, conference papers) emerge from many different disciplines, including adult basic and literacy education, adult education, higher education (e.g., women's studies), sociology, and social work. Sometimes information germane to women and literacy is found in unlikely sources (e.g., Hart 1996; Pollitt 1995; Tavris 1992). Remaining current with the resources means scanning multiple information sources. In addition, much of the emerging information related to women and literacy can be best accessed through personal contact with practitioners and other individuals working in the area of women and literacy. An excellent source for locating contacts is Laubach Literacy Action's ***Women in Literacy/USA 1996 Network Directory***. The appendix contains further information about this directory and other resource organizations. Despite the challenges in locating current resources, the following trends indicate that a robust literature base is emerging. (Resources cited as examples in this section are listed in the References section at the end of the monograph and are also described in the Annotated Bibliography of Selected Resources.)

- **Literature discussing issues of power, race, and class is increasing**. Part of the growth in this literature base is due to adult educators' awareness of the need to address cultural diversity or inclusive approaches to education, and a growing number of publications examine the relationship between adult education and "issues of prejudice, power, and privilege" (Hayes and Colin 1994, p. 1). Although much of this literature is from general adult education or other disciplines (e.g., Borisoff and Hahn 1994; Collard and Stalker 1991; Hugo 1989; Pollitt 1995; Tavris 1992), some is directly related to women-centered literacy programming (e.g., Atkinson 1988; Laubach Literacy International 1993; Luttrell 1989, 1993; McMahon et al. 1994; Rockhill 1994). Within this literature are several resources that can be used to design or implement staff development programs to address issues of power, race, and/or gender (e.g., Amstutz 1994; Culbertson 1995; Mackenzie 1992, 1993).

- **The topic of violence and its effect on women literacy learners is appearing in the literature**. Violence against women and its impact on literacy programs has been identified as a significant issue in a number of publications (e.g., Laubach Literacy International 1993; Lloyd 1991; Lloyd, Ennis, and Atkinson 1994a,b). Some resources (e.g., CCLOW 1995; Horsman 1994; Rockhill 1987) describe how violence

affects women's ability to learn and provide suggestions for addressing the issue of violence. One source, Getting Free: A Handbook for Women in Abusive Relationships (NiCarthy and Davidson 1989), is designed to be used as an instructional resource.

- **Increasing diversity exists in the amount and types of materials related to the instructional aspects of women-centered literacy programs.** The database of materials related to curriculum development continues to expand. Most curriculum development resources recommend a participatory approach (e.g., Auerbach 1992; Croydon and Wilkes n.d.; Lutheran Settlement House 1993, 1994; Luttrell 1982; Nash et al. 1992). Although not all are intended specifically for women literacy learners, these resources can be used as curriculum development tools in women-centered literacy programs.

  Curricula and learning resources for women literacy learners are also multiplying. The most comprehensive learning resource published for use with women-centered literacy programs was developed by the CCLOW (Nonesuch 1996). Produced following CCLOW's extensive research study of women and literacy (Lloyd 1991; Lloyd, Ennis, and Atkinson 1994a,b), the curriculum covers such topics as daily living, gender roles, self-esteem and literacy, learning and development—all topics relevant to the lives of women literacy learners. Other curricula has been developed by individual programs using desktop publishing; although many of these are very good, they have not received wide distribution through established channels such as the ERIC database. ***From Classroom to Community: Building Leadership and Advocacy Skills in the ESL Class*** (Croydon and Wilkes n.d.), developed through a grant from the LLA WIL/USA project, is an example of this type of curriculum. In addition, many learning resources are available on specific topics such as economic justice (***The Change Agent*** 1995; Religious Network for Equality for Women 1988), writing (e.g., Lutheran Settlement House 1993, 1994; Peyton and Staton 1996; Schneider 1994), racism and sexism (Martin and Schreiber 1996), poetry (Kazemek and Rigg 1995), leadership and advocacy skills (Croydon and Wilkes n.d.), and health (HEAL Project 1994-1995). The growing number of curricula and learning resources that can be used in women-centered literacy programs is a healthy development in the literature base that promises to continue. For example, in March 1996, the Learning Centre Literacy Association, Edmonton, Alberta and the Capitol Health

Authority launched a participatory education project on women and health that will produce a handbook to facilitate health education. Also, more curricula will surely emerge from WIL/USA projects.

- **Because of its emphasis on education and training and because of the predominance of women as welfare clients, the topic of welfare reform is appearing with increasing frequency in the literature related to women and literacy.** Welfare reform and welfare clients are the topics of several recent resources related to women-centered literacy programs. Two studies (Horowitz 1995; Wikelund 1993) examine the experiences of clients in welfare reform education and training programs. Another (Schein 1995) seeks better understanding of the perspectives of poor women and yet another (Belliveau, Marchant, and Yankwitt n.d.) is an instructional resource designed to be used with welfare recipients. Since the topic of welfare reform has been largely unexamined by adult educators, relevant sources must be located by searching such databases as Sociological Abstracts.

- **The topic of adult literacy workers is being examined from a number of perspectives.** Not only is the role and status of literacy workers an issue, information about literacy workers also represents an emerging trend in the literature. Several of the resources are related to the relationship between feminism and literacy work (e.g., Angwin 1994; Garber, Horsman, and Westell 1991; Garrow and Stoker 1994; Gilding 1994). One publication (Blais and Gellard 1993) describes the activities of the Canadian Feminist Literacy Workers' Network, which was founded in 1990 with the goal of providing support for literacy workers. As noted previously, however, the role and status of adult literacy workers has been relatively unexamined in the literature generated in the United States.

- **The research base related to women and literacy is expanding.** Although some research on women and literacy was conducted prior to 1991, research in this area was not abundant. Some (e.g., Horsman 1990; Luttrell 1989; and Rockhill 1987) is widely cited and pivotal in nature. During the past 5 years, however, the amount of research on women and literacy has increased. The most ambitious recent research study on women and literacy was that undertaken by the Canadian Congress on Learning Opportunities for Women (CCLOW). As reported in Lloyd (1991) and Lloyd,

Ennis, and Atkinson (1994a,b), this study examined women's experiences in literacy programs by focusing on what actually happened when women in 12 programs decided to do something they considered "woman-positive." Other recent research related to women and literacy has focused on welfare reform clients (Horowitz 1995; Wikelund 1993), retention and participation (Fitzsimmons 1991; Lutheran Settlement House Women's Program 1992; Sheared 1995; Williams 1995), economic outcomes (Cao, Stromsdorfer, and Weeks 1996), and meta-analysis of research and theory on women's learning (Hayes and Hopkins 1995, 1996). In addition, two articles (Bowen 1994; Stalker 1996) suggest strategies for undertaking research related to women and literacy.

Trends in the developing literature base are encouraging. New perspectives are represented and increasing diversity exists in the resources. In addition, the research base is expanding. Despite these healthy developments, there are noticeable gaps in the literature and resources, some of which are noted next.

Closing the Gaps

A number of gaps are evident in the literature and resources related to women and literacy. Although the research base is expanding, more research studies are necessary. For example, few studies that focus on learning have been conducted. More work such as the meta-analyses of research and theory on women's learning in adult literacy education (Hayes and Hopkins 1995) and on gender and literacy learning (Hayes and Hopkins 1996) is needed. In the first study, Hayes and Hopkins (1995) critically reviewed the relevant literature to identify current beliefs and information about women's literacy learning. Finding a limited number of sources, they state that the review "reveal[ed] a real lack of published knowledge about the potentially distinctive nature of literacy learning for women" (p. 1). Designed to assess theory and research on gender differences across the lifespan, their second study (Hayes and Hopkins 1996) offers some preliminary suggestions and provides research questions that could guide future research in adult literacy education, particularly as related to women. Areas for future research noted by Hayes and Hopkins include studies of how adult literacy instructional materials influence gender relationships, effects of gender on student and teacher/tutor interaction, the relationship between gender and computer-based instruction, and the effects of gender on

group learning in literacy. Meta-analyses that synthesize other areas (e.g., program development) could also strengthen the literature base by pointing out future directions for research.

Staff development materials designed to assist adult literacy practitioners in working more effectively with women learners have not found their way into the adult education mainstream. Fortunately, many materials that can be used as the basis of staff development activities exist, several of which are listed in the annotated bibliography (e.g., Amstutz 1994; Culbertson 1995; Mackenzie 1992, 1993). However, staff development materials designed specifically for adult literacy practitioners could be tailored to deal with the questions many adult literacy practitioners have about the need to focus on the needs of women learners.

In order to avoid thinking that lack of literacy is women's principal source of oppression (Campbell 1992), more materials that address the needs of women of color, immigrant women, and other female second language learners and materials discussing class issues are needed. Although adult literacy educators can use resources developed by other areas (social work, women's studies, African-American studies), they may not have relevance for women literacy learners. ***Other Colors: Stories of Women Immigrants*** (Martin and Schreiber 1996) is an example of a resource appropriate for women literacy learners. Sensitive to the fact "that phenomena such as identity, truth, voice, even race are not fixed and eternally stable" (p. 4), it can be used both with learners and in staff development activities. More resources of a similar nature are needed.

Also, as noted earlier, discussions about feminist theory have not been evident in the field of adult literacy education. An analysis of the relationship between feminist theory and women and literacy could increase an understanding of the contributions of feminism to the field and shed light on many of the current issues.

As revealed in the search to locate materials for use in this publication, a rich literature base related to women and literacy is available for use by adult literacy practitioners working with women learners, and many of these materials can be used with little or no adaptation. Why, therefore, should further development of the core of the women and literacy literature base be of concern? According to Hugo (1989), two of the things that will bring about feminist education are remedying the absence of

women in the knowledge bases and the development of a body of research on women. The same thing could be said about woman-positive literacy programming: it will be achieved fully only through research and theory building related to women and literacy and by developing materials that support its implementation.

Building the Literature Base

You can help maintain and build the literature base on women and literacy in several ways. You can submit your own documents for inclusion in the ERIC database. ERIC includes a wide variety of materials: research reports, project descriptions and evaluations, conference papers and proceedings, documentation of practices, curriculum and teaching guides, student workbooks and guides, annotated bibliographies, tests and evaluation instruments, examples of students' creative work, etc. Send them to—

Acquisitions Coordinator
ERIC Clearinghouse on Adult, Career,
and Vocational Education
Center on Education and Training for
Employment
1900 Kenny Road
Columbus, OH 43210-1090

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If you know of other people and organizations that have developed materials on women and literacy that should be in the database, write to this address and let us know so that we may acquire them.

Women as Learners

This section explores the following questions:

- Who are women as learners?
- What is literacy?
- Why should women acquire literacy skills?
- How should they acquire them?

Who Are Women as Learners?

In the last few decades, many people have recognized that a great deal of biological, psychological, and behavioral research had been based largely on white and male models and the results had been assumed to apply to everyone across gender, race, and class. Similarly, many educators were acknowledging that "nearly all education systems have been initially designed for the education of men" (Tisdell 1993a, p. 98) and that ideas of what counts as important knowledge and good teaching were based on male models. To correct this imbalance, researchers such as Gilligan (1982), Belenky et al. (1986), and Tannen (1990) began to study women, identifying different ways of making moral judgments, different "ways of knowing," and different styles of communication. Others have explored the role of ethnicity and class in relation to learning (Horsman 1989; Luttrell 1989; Shore et al. 1993).

According to Belenky et al., many women develop their identity and approach learning through connection to others. To a connected or "relational" knower, contexts and relationships are important, language and thought are not separated, feeling is valued, and personal experience can be a source of knowledge. From their sample of 135 women, Belenky et al. identified 5 stages of developing voice (voice may be described as a sense of self):

- Silence—disbelief in one's capacity for knowledge
- Received knowing—belief in authorities as the source of knowledge
- Subjective knowing—rejection of experts based on one's own experience, development of one's inner voice

- Procedural knowing—use of systematic methods to understand subject matter (these methods may be separate/logical/analytic or connected/empathic)
- Constructed knowing—blending of knowledge and experience to construct new meanings; integration of separate and connected knowing

Gilligan (1982) found similar patterns in describing what she called "a different voice." She expanded the understanding of moral development by identifying an "ethic of care," in which moral decisions are based on principles of compassion and concern for others, in contrast to an "ethic of justice," in which abstract principles of rights shape moral decisions. In the same vein, Tannen (1990) studied communication styles, concluding that, in conversation, women's goal is to establish connections and negotiate relationships, men's is to maintain independence and negotiate status.

Traditionally, educational settings have tended to value separate over connected knowing, justice over care, independence over connection, and thought over feeling. According to Ranieri (1992), traditional educational practice emphasizes the following qualities: hierarchical, analytic, linear, deductive, objective, and detached. Holistic learning, on the other hand, is inductive, subjective, contextual, and connected. Therefore, relational or connected learners (most women, according to Belenky et al.) would have difficulty in classrooms based on the autonomous/separate model, where competition, authority, and adversarial doubting are valued over cooperation, experience, and empathic believing.

Nature vs. Nurture, or Must Everything Be Either/Or?

The research on differences in thinking, learning, and communicating has raised awareness of the narrowness of traditional models and methods of education. For some women, it validates their sense of self, which has been consistently devalued by society. But many writers see serious problems in the "women are this, men are that" perspective. Many people question whether the differences are innate, biological, fixed for all time, and natural, or whether they arise from the different ways women and men experience reality in their particular time, place, and culture (Bryson and de Castell 1995; Luttrell 1989; Pollitt 1995). In fact, some question to what extent these differences exist at all (Sadker and Sadker 1994; Tavris 1992).

Tavris thinks that variations in certain qualities are matters of degree, not of opposition. When everything is classified as "either/or," it is assumed that personal characteristics are static and fixed, rather than dynamic and changeable. This inevitably leads to "evaluation and eventually the valuing of one concept above the other" (Stalker 1996, p. 101). In addition, focusing on single behaviors can distort perception. People don't behave the same way in all contexts. For example, in conversation individuals may interrupt or use self-disclosure in some situations but not when social or cultural norms make it unacceptable for them to do so (Borisoff and Hahn 1994).

According to Sadker and Sadker (1994), studies show more similarity or overlap between males and females than difference; the differences at the extreme ends of the spectrum are what get the most attention, especially in the popular media. An analysis of the studies cited by Maccoby and Jacklin (1974) found that gender differences accounted for only 1-5% of the variance (Hayes and Hopkins 1996). Observed differences may be biological or sociocultural or may result from interactions between the two. So how did communication styles or behavior traits come to be deemed appropriate for one group or another? "Caring" communication styles, deferential behavior and speech, lack of assertiveness, and other characteristics commonly ascribed to "femininity" are also similar to those used by *any* people who are powerless (Maccoby and Jacklin 1974; Tavris 1992). For example, empathy, understanding, and predicting the behavior of others can be seen as self-protection mechanisms, not a "female" skill. The communication differences that Tannen talks about often depend on the gender of the person to whom one is speaking; similarly, people of any subordinated group may speak one way with those of equal status and another with those who are perceived to have more power.

Luttrell (1989) suggests that different ways of thinking and behaving are due to unconscious psychological processes (such as survival or adaptation to the environment) and to gender role socialization. In fact, both men and women are capable of using an ethic of care and an ethic of justice and separate as well as connected knowing. However, individuals tend to focus more on one or the other (MacKeracher 1993) due to their experiences and circumstances, influenced by race, class, age, sexual orientation, and family status (Caffarella 1992). The spectrum of human values is available to all (Hollingsworth, Dybdahl, and Minerik 1992), but some of these qualities are more consistently valued than others and individual circumstances force people to make a conscious or unconscious choice of one set or another. McLaren

"A limited amount of evidence is being used to support assertions about women as learners, such as lack of confidence, silence, connectedness, and gender-specific learning needs."

(1987) contends that gender differences arise from both socialization and availability of opportunities. "The real lack of opportunities for women surely affects how they perceive the world and their place in it" (p. 335). Hayes and Hopkins (1995) conclude that a limited amount of evidence is being used to support assertions about women as learners, such as lack of confidence, silence, connectedness, and gender-specific learning needs.

This is not to say that seeing differences is wrong or that they don't exist. The problem is in choosing to emphasize biology and personality as explanations for differences, rather than power, position, circumstances, and other factors. The problem is in assuming that entrenched, socially reinforced habits of behavior are "truths" (Borisoff and Hahn 1994). "The biggest problem with all these accounts of gender difference is that they credit the differences they find to universal features of male and female development rather than to the economic and social positions men and women hold, or to the actual power differences between men and women" (Pollitt 1995, p. 48).

For example, is connection to others woman's "nature" or a result of the nurturing, caretaking work that women do because of prescribed gender roles (Tavris 1992)? All humans have needs for intimacy and attachment as well as autonomy and separation, but they express them differently. All human beings experience emotions, but the difference lies in how emotions are expressed, because social and cultural practices often dictate what kind of expression is expected, permitted, or not allowed. Differences may be related to gender because of how men and women are treated differently in society, but they are not specific to one gender or the other (MacKeracher 1993; McLaren 1987; Vera and Levin 1989).

Another concern of the emphasis on difference is the social and political purposes to which such "evidence" can be put, for example, to justify discrimination in the workplace. Studies of difference can be used to perpetuate divisions, ignore commonalities, and foster the notion that all women and all men have the same goals, needs, and behaviors as other members of the same sex, regardless of other distinguishing characteristics (Borisoff and Hahn 1994). Accepting differences as innate and natural supports the notion that man's place is the public sphere, woman's the private, justifying the status quo. However, is "being a woman" a universal experience (Weiler 1993)? Can gender differences be innate when, as Luttrell (1989) demonstrates, women of different races "do not have a common understanding of their

gender identities and knowledge" (p. 44)? In order to understand why certain ways of thinking and knowing appear more amenable to women, it is necessary to look at how gender, race, class, or age contribute to how much opportunity, power, or control one has in the family, workplace, and society (Luttrell 1989; Tisdell 1993b).

So what's all this doing in a book about literacy? First, it is important to look at learners as complex individuals whose sense of self and ways of thinking, learning, and acting are shaped by the many categories to which they might belong. In order to teach women literacy learners more effectively, a broader repertoire of techniques that accommodate a variety of ways of learning must be used. Second, it must be recognized that literacy and literacy learning are not neutral concepts. Like gender differences, literacy is threaded with issues of power and position for both teachers and learners. Third, creating an inclusive, learner-centered, woman-positive learning environment means being attentive to the social and political as well as psychological issues related to learners and to teachers.

"Literacy and literacy learning are not neutral concepts. Like gender differences, literacy is threaded with issues of power and position for both teachers and learners."

What Is Literacy and Why Should Women Acquire It?

On the surface, literacy seems such a positive word, an unadulterated good. However, recent research and discussion show it is not simply "the ability to read and write . . . long ago described as the 'narrowest possible view of literacy'" (Cornes 1994, p. 107). Thinking in terms of literacy/illiteracy implies that there is one "thing" called literacy and that those who do not have it (that is, do not meet the standards of the dominant literacy) are deficient, the "other" (Street 1994, p. 17).

Many literacy programs reflect the values of the dominant social class and what it accepts as knowledge, culture, and linguistic practice (Davis 1991). In many languages, one version becomes dominant or "standard" and others are marginalized "because of historical circumstances and power struggles between different social groups" (Hamilton 1994, p. 2). The ways in which speakers of the dominant language read, write, and think about the world shape the dominant discourse, and "literacy" means being literate in this dominant discourse (Bowen 1994). Describing a literacy as dominant recognizes that literacy is about power: the power to name experience and to choose an identity. "To be

literate about something is to understand its definition" (Beckelman 1988, p. 132). Other literacies are looked at as "inadequate and impoverished usages that need to be remediated by proper, mainstream teaching" (Street 1994, p. 17).

Literacy is an instrument that has been made to play many different tunes, depending on who is paying the piper. The following are some of what MacKeracher (1989) calls the metaphors of literacy:

- *Literacy as technical skills.* This view ignores the context in which literacy skills are used and the fact that people do not merely read and write, they read and write *something*. They acquire technical skills as well as the identities and ways of thinking associated with them (Street 1994).

- *Literacy as a tool for economic development and equality of opportunity.* This argument suggests that it is just a matter of providing "educational opportunities among which the individual is morally obligated to choose" (Rockhill 1994, p. 238). The burden of succeeding thus rests on the individual's ability and motivation. However, this view of literacy as economic survival skills may prepare women for work roles that may not be open to them. The "promise of literacy" as a way of access to a different life may not be fulfilled even if the skills are acquired (Horsman 1994).

- *Literacy as the social practices of everyday life.* Even though they may be deemed "illiterate" in the dominant discourse (or public sphere), women are responsible for much of the literacy work of the household—providing early language training for children, maintaining social networks through listening and talking (McMahon et al. 1994; Rockhill 1988). This type of traditionally female literacy work is also used in the public sphere, but it is defined differently and valued less (McMahon et al. 1994).

- *Literacy as the creation of personal meaning.* To be able to create meaning, individuals must be able to reflect on their experiences, see the patterns they form, and share the meanings they create through talking or writing (MacKeracher 1989). Tradition ascribed to women the role of receiver of knowledge based on a male-defined world view. Many women do not think of themselves as producers of meanings and knowledge based on their own experiences.

Some theories of literacy view social conditions (poverty, disempowerment, isolation) as *consequences* of illiteracy. A more critical perspective recognizes that it is social conditions that determine what counts as literacy, who has access to it, and what its uses and functions are (Daniell 1986). Everyone uses some types of literacy practices as a way of making meaning, but the value and effectiveness of these practices are determined by personal characteristics such as race, gender, or class and the social, economic, and political contexts in which they are used (Hollis 1992).

The definition of literacy has changed many times throughout history and across cultures as those social, economic, and political contexts change. Now, as electronic technologies become more and more important, we are on the verge of yet another shift that Kress (1995) believes will challenge language (and the dominant literacy) as an unproblematic medium of authority. He writes of the utopian appeal of the new forms of literacy:

> Readers and writers no longer kept apart by relations of power-difference, amplified by the mass-media, but as equal participants in vast networks of communication, through a multiplicity of media. (p. 1)

Whether this utopia comes to pass and whether it will make a positive difference to women learners has a lot to do with issues of access and equity. Technology has a place in literacy programs, but program providers must be aware that gender, class, and power issues affect who can use it and how they can use it (Bryson and de Castell 1995).

What Does Literacy Mean to Women as Learners?

Some answers to this question may be found in Horsman's (1989, 1994) research among working class women in Nova Scotia, Rockhill's (1988, 1994) work with Latina immigrants in Los Angeles, and Luttrell's (1989) study of black and white working class women in Southeastern United States. "They did not report having trouble 'functioning' even when they were assessed as illiterate" (Horsman 1989, p. 367). These women function without the dominant literacy because they are skilled at developing adaptive social networks. Horsman reported "a lack of fit between the way others described the women and their own reports of what they could and could not do" (p. 367), "the contrast between what Mary feels she needs to read and write and what other people believe her needs to be" (p. 368).

The women Luttrell interviewed saw a difference between knowledge produced in school or by authorities and knowledge produced through experience. Their "common sense" knowing is embedded in community, family, and work relationships. The women in Griffin et al.'s (1993) adult basic education class were not accustomed to thinking of themselves as knowers. However, people deemed "illiterate," especially women, are often competent communicators in ways that are not recognized or measured by the performance standards of the dominant discourse (Rockhill 1994).

Although the Latina immigrants (Rockhill 1994) did the "invisible" literacy work of the household, they were isolated from frequent contacts that would help them learn spoken English, which men have access to in the public sphere. They may have participated in literacy education as part of their work in the family, but their participation challenged traditional family relationships. Literacy as economics, a neutral good, or empowerment was not the way they talked about their longing for literacy or what is meaningful to them. The women in Horsman's (1990) study spoke of something lacking in their lives, but the remedy went beyond basic skills. Horsman asserts that literacy programs are part of a process that categorizes people as deficient, individualizes their problems, and offers a remedy that ensures that the status quo is maintained. The individualized activity many literacy programs offer is the opposite of the social interaction desired by the women interviewed by Horsman (1990) and Sparks (1994).

Participation in Literacy Education

These are some of the myths of participation: obstacles can be overcome; once barriers are removed, people will participate; and if they don't, it is due to lack of motivation (Sparks 1994). Stromquist (1992) points out that women are often prevented from participating by the obstacles that their responsibilities and others' demands raise—the problem is in the social system, not the individual (who is often called "unmotivated"). Motivation assumes independence, autonomy, and choice. Research too often emphasizes motivation over all other factors that influence participation (Rockhill 1994).

Looking at participation from the perspective of the dominant discourse (or as a "middle-class value") obscures the influences that may cause women to resist or fear the kind of literacy learning that is presented to them. Acquiring the dominant

discourse—choosing a different literacy—can mean the fearsome task of choosing a different identity and trying to change one's position in the world (McMahon et al. 1994). Learning to read and write the dominant discourse is, in one sense, "a loss of voice" (Enzensberger 1987, p. 139). It can also disrupt social networks and the private sphere, particularly when it threatens to upset the balance of power in families (Rockhill 1987). Some of the ways women are prevented from participating by family and significant others include denying them use of a car, withholding help with child care or housework, and threatening or carrying out physical violence (Horsman 1989; Rockhill 1987).

According to Quigley (1990) and Delpit (1992), reluctance to participate in literacy programs may be a form of resistance to the values they represent. The content may be perceived as irrelevant, or it may conflict with the values of the "primary discourse" of their home and cultural group. For example, a women who stopped participating in a family literacy program explained, "The program should give us tips on parenting, but don't tell us how to raise our children" (Nurss and Singh 1993, p. 5). There may be an understanding of how literacy can be either empowering or oppressive: historically, it has been used to limit access to knowledge, to denigrate a group, and to omit or misrepresent its history (Harris 1992). Education may not be perceived as conferring economic or other benefits (Fitzsimmons 1991). "Reading and writing are used by most people as a means to an end, as tools, and these skills will be acquired only to the extent that they are necessary for successful daily living" (Hollis 1992, p. 106).

"Reluctance to participate in literacy programs may be a form of resistance to the values they represent."

The Purposes of Literacy Education

Gaber-Katz and Watson (1991) describe several different perspectives on literacy education: liberal, conservative, and critical. From the liberal perspective, literacy education is an opportunity to acquire functional, often employment-related skills that can better integrate people into the existing system. The conservative approach views illiteracy as a disease or stigma about which learners are ashamed. "It is understood that learners will gain self-esteem by learning to read and write" (p. 31). The critical perspective considers lack of literacy in the dominant discourse "as a reflection of a particular social, economic, and political system that does not equally benefit all groups" (p. 31). The goal of literacy learning is thus "to move from a sense of powerlessness to a conceptual understanding of their social situations to

participation in action aimed at resistance and change" (Sanguinetti 1994, p. 21).

Literacy is often thought of as a means of empowerment for the powerless, but teachers must ask themselves: Empowerment for what? Is the goal individual participation in the economic system? Social change? Helping women to prepare themselves for roles not open to them? Maintaining the status quo by teaching functional skills (such as check writing, shopping lists) that reinforce women's domestic roles? (Bhola 1994; Davis 1991; Gaber-Katz and Horsman 1988; Horsman 1994). Cuban and Hayes (1996) advocate viewing women holistically: "Placing women at the center of their learning enables us to see learners who are at once connected to their children, but who also have needs and interests, as well as multiple roles and responsibilities" (p. 12).

Literacy providers must examine whether trying to help women make better use of the system (Arigbede 1994) trains them to accept the status quo. They must achieve a delicate balance between serving women's practical needs (shelter, food, income) and their strategic needs (access to information and resources, capacity for control over their lives) (Mackenzie 1992; Stromquist 1992). As Simms (1992) puts it,

> In a supermarket, people might need to say, "this is an apple or this is a pear," but they also need to know how to recognize that they are being gouged by this grocery chain or the other chain. They need to be able to decide how to access the cheapest pears and apples. (p. 15)

"

Program providers don't necessarily need to choose between individual and social empowerment: women can both learn the skills needed for access and participation *and* learn to understand and question the system and decide how to live and whether and what to change.

"

Some caution that literacy providers should not attempt to incorporate people into the system that keeps them on the margins, but Sanguinetti (1994) asks, "What if that is exactly what students want—who am I to suggest that they should be social activists instead?" (p. 24). However, program providers don't necessarily need to choose between individual and social empowerment: women can both learn the skills needed for access and participation *and* learn to understand and question the system and decide how to live and whether and what to change. It is important to think about empowerment not as "I empower you" but as helping learners to acquire the tools, techniques, and knowledge to empower themselves (ibid.).

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How Should Women Acquire Literacy Skills?

We have thus far explored several threads—

- the perspective that the way women learn has both individual and social/political dimensions;
- the acknowledgment that women learners are adults with diverse backgrounds, experiences, and ways of knowing and learning; and
- the need to identify which literacies women already use and which they want to acquire in the process of changing their lives.

This section attempts to weave these strands together in describing elements of an inclusive, learner-centered, woman-positive learning environment.

An Inclusive Environment

In discussing what it means to create an inclusive adult learning environment, one must ask 'inclusive of whom?' and 'in what context(s)?' (Tisdell 1995, p. 3)

Being inclusive means—

- balancing the different ways of knowing and learning that women bring to the learning situation.
- creating a climate of exchange that lessens status differences (Fiddler and Marienau 1995).
- recognizing the diversity of participants, the diversity of the contexts in which they work and live and learn, and the diversity of the changing society (Tisdell 1995).
- being aware that recognizing diversity does not mean using differences to shape teaching that reinforces the status quo.
- acknowledging the importance of affective knowledge and creating a framework for interpretation of life experiences (Epp 1995)
- considering the range of languages and literacies women bring to the group a rich resource, not a problem (Street 1994)
- using participants' cultural identities as the focus of literacy learning, while recognizing how each person is positioned in society in discussing what can be known from experience (Weiler 1993)
- making the learning environment a place for all to share their stories—as women, as learners, and as members of various social groups (Bowen 1994)

Inclusive curricula are based on a positive understanding of difference (Shore et al. 1993) that—

- acknowledges that all individuals bring multiple perspectives to learning situations.
- recognizes that identification with social groups is complex and identity is shaped by many contextual factors.
- reflects the experiences of women as individuals and as members of social groups and uses these experiences as the basis for learning and assessment.

A Learner-Centered Environment

Learner-centered is simply another way of saying relevant to the learner. (Gaber-Katz and Watson 1991, p. 17)

Being learner centered means—

- acknowledging learners as adults, placing their lives and interests at the heart of learning, and realizing no education is neutral (Breen 1991).
- fostering mutual trust, respect, community, and cooperation (Spendiff 1992).
- listening to women's stories and believing that all can learn (Gaber-Katz and Watson 1991).
- helping women set their own goals and assessment criteria (Spendiff 1992).
- acknowledging and validating learners' languages and literacies (Delpit 1992).
- recognizing when learners choose to "not learn" (that is, to reject the dominant discourse) and transforming the dominant discourse to contain a place for thtem (ibid.).
- using elements of women's lives and cultures as texts for reflection and analysis (Hollis 1992).
- adopting the role of sister, not "wife" or "mother," in facilitating learning (Spendiff 1992).
- negotiating the curriculum with women, including topics they don't know exist (Spendiff 1992).
- using multiple strategies and techniques to engage various learning styles and abilities (Fiddler and Marienau 1995).

Learner centered does not mean treating all women the same, which will not neutralize the effects of unequal backgrounds (Campbell 1992). Learner centered does not mean that learners learn whatever they want; their choices and those of facilitators may be shaped and constrained by mainstream society, the institution, and their expectations of schooling (Breen 1991). Learner centered does mean shared responsibility for learning in a democratic classroom, but it does not mean that facilitators abdicate their leadership role (Schniedewind 1983). Facilitators should not think of their role as imposing a particular agenda, but making a rich interpretation of learner centeredness that includes presenting alternative choices of which women may not be aware (Garber, Horsman, and Westell 1991).

A Woman-Positive Environment

As adult educators, we do need to start where women are and begin with trying to lighten the burdens they carry. (Bhola 1994, p. 45)

If a program is learner centered and all the learners are women, then it must be a "woman-positive" program, right? Not necessarily, according to Betty-Ann Lloyd, one of the researchers involved in the Canadian Congress for Learning Opportunities for Women's extensive research project on women and literacy. To Lloyd, woman-positive activity arises out of the expressed needs and desires of particular women in a particular context. However, "the activity did not have to meet ALL the needs and desires of ALL the women in the program" (Lloyd, Ennis, and Atkinson 1994b, p. 22). In other words, the women involved recognize that some have benefited from the activity but others may have been disadvantaged or marginalized.

All the participants may share the same gender, but they have other differences. Sometimes programs that say they are learner centered attempt to be universal, "crossing boundaries of race, class, abilities, formal education, immigration status, employment status, sexual orientation, relationship to children, histories of emotional, physical, sexual, spiritual abuse" (ibid., p. 23). But one size seldom fits all. Learner centeredness may overcome some of the authority issues in the teacher-learner relationship, but it hides other kinds of relationships among learners, among program staff, and among learners and staff.

Being woman positive means—

- creating a comfortable, supportive environment that encourages women to express ideas and opinions and examine and reflect on their lives (ibid.)
- examining personal, gendered experience within a wider social context (Coats 1994)
- removing particular barriers the women learners face and improving practical aspects of the program (ibid.)
- realizing that a woman can be viewed as "the other" even in a women-only class (Spendiff 1992)
- integrating group and individual approaches to allow women to find their own place in the group at their own pace (Lloyd, Ennis, and Atkinson 1994b)
- recognizing that any topic could incorporate an approach that is positive to women by providing an opportunity for voices to be heard (ibid.)
- realizing that, because of their cultural and social background, teachers may have a different perspective on women's experience than learners do (ibid.)

A Rock and a Hard Place

The ideal inclusive, learner-centered, woman-positive environment is appealing in theory. In practice, you may encounter some rocks that have to be steered around. These obstacles relate to learners as women, to learners as members of different categories, and to the role of teachers.

The effort to create a supportive, harmonious group may silence the voices of some participants. Cultural beliefs about harmony and the appropriate role of women, even in an all-women group, may keep some learners from expressing opinions that may be different or conflict with those of others (Gadjusek and Gillotte 1995). "Women in collaborative groups may tend to be mediators who ensure that everyone speaks and who compromise their own beliefs to preserve group unity" (Ryder 1994, p. 4). The "ethic of care" has its limits if it stops women from speaking, interrupting, disagreeing, or putting forward different perspectives (Childs 1994).

In a woman-positive environment, personal experience is a legitimate source of knowledge, but there is the danger of being overtaken by the "tyranny of feelings" (Williams 1993, p. 51). A safe, supportive environment can degenerate into what Williams calls a "protection racket," in which teachers' compulsion to rescue learners from their emotional distress leads to decreased expectations for learners and the absence of challenge.

Another issue arises from the multiple and different categories to which learners and teachers belong. Tisdell (1995) speaks of a learning model that includes both intellectual and emotional components as well as the psychological, social, and political factors that affect learning. Unequal relationships are always present in the learning environment. In trying to create an environment based on connection and relationship, participants must be aware of the different positions they have in relationship to each other. The goal may be to build a dialogue in a community of free and equal individuals, but the reality for adult educators is understanding "the ways in which their own unconscious behavior in the learning environment either challenges or reproduces society's inequitable distribution of power" (Tisdell 1993a, p. 102).

Another rock in the path centers on the role of the teacher. In creating a learning environment that recognizes other sources of knowledge and that is mutually nurturing, teachers must let go

of the role of authority. However, "sometimes relinquishing our authority as teachers by making student discourse the center of the classroom may disempower" learners (Smith 1994, p. 16). Teachers still have the responsibility to ensure respect and equal time for all members of the group. Smith also makes the point that there may be information available to students that they do not wish to know. Although resisting this resistance may contradict the concept of learner centeredness, teachers may be able to adopt a style that respects women learners but presents alternative perspectives that can help them connect personal experience to broader issues.

The next section describes some practices for inclusive, learner-centered, woman-positive environments.

Inclusive, Learner-Centered, Woman-Positive Teaching Practices

This section describes some specific techniques or guidelines that apply the qualities identified in the previous section.

Russell, Michele Gibbs. "Black-Eyed Blues Connections: From the Inside Out." In ***Learning Our Way: Essays on Feminist Education***, edited by Charlotte Bunch and Sandra Pollack. Trumansburg, NY: Crossing Press, 1983, pp. 272-284.

Russell uses a tradition of the black community—testifying—in the classroom to enable women to tell their stories. She gives the following advice about the teacher's role: (1) make the process conscious; (2) identify how the women solved their problems (their daily survival wisdom); (3) care; (4) move them from specifics to generalization; and (5) identify who are the barriers in their lives. She outlines the following principles for using the technique of testifying:

1. Take one subject at a time, but treat it with interdisciplinary depth and scope. "Do with the subject matter what they want to do with their lives. Get it under control in ways which thrive on complexity" (p. 274).
2. Encourage storytelling. For example, ask the question "Where did you come from?" and notice the disparate answers. Have them bring in family photos and tell stories about them (possibly tape record them at first, then as they gain confidence with writing, they can put their stories on paper). Suggest that they sit in a familiar location in the community for one hour and observe, then write about their observations.
3. Give political value to daily life. For example, move from discussion of personal choices of clothing to their wider significance within the social and cultural context.

Uses these practices—
- acknowledges affective knowledge and interpretation of life experiences
- considers the range of languages and literacies participants bring a rich resource
- uses participants' cultural identities as the focus of literacy learning
- creates a safe place for all to share their stories
- uses elements of learners' lives as texts for reflection and analysis
- creates a comfortable, supportive environment for women to express ideas and examine and reflect on their lives
- removing particular barriers that women learners face

4. Be able to "speak in tongues." For example, dissecting the popular language used in a musical form such as the blues.
5. Use everything to highlight the effect of the environment on consciousness. For example, consider the physical space of the classroom in which you are located and move to a discussion of what school felt like for the learners as children.
6. Be concrete. Draw from the material circumstances of their lives.
7. Have a dream.

PAR Research Group, Brandon, Manitoba. "Participatory Action Research." ***Literacy across the Curriculum*** 11, no. 3 (Fall 1995): 9-10.

Uses these practices—
- acknowledges affective knowledge and interpretation of life experiences
- creates a safe place for all to share their stories
- uses elements of learners' lives as texts for reflection and analysis
- creates a comfortable, supportive environment for women to express ideas and examine and reflect on their lives

The PAR Research Group begins each meeting with the Opening Circle: an object is passed around the circle and only the person holding it can speak at that time, continuing until all participants have had a chance to speak. The group decided to analyze discrimination, beginning by writing their personal experiences of it. Then the "Ah-Hah!" drawing technique (Ah-hah signifying surprise or sudden understanding) was used. First, each participant drew a picture of herself and her experiences in daily life. These pictures were posted around the room and examined for common elements, which were recorded on a sheet of paper. The common elements were then depicted in symbols; for this group, family was at the center, then women, literacy, work, and other items were symbolized. Other symbols were added for barriers they faced (a wall) and the goals they identified (a ladder). The underlying causes of discrimination were depicted with symbols for institutions with power to influence their lives positively or negatively. Linkages among the elements on the sheet were indicated by lines drawn among the symbols. Finally, pictures and symbols of actions they could take for change were added, including a clock to show that change takes time.

Writing Our Lives. Reflections on Dialogue Journal Writing with Adults Learning English, edited by Joy Kreeft Peyton and Jana Staton. Washington, DC: National Clearinghouse for ESL Literacy Education, 1996. (Isserlis, Janet. "Dialogue Journal-Writing as Part of a Learner-Centered Curriculum." pp. 57-62; Jones, Paul. "What Are Dialogue Journals?" pp. 17-24)

In dialogue journals, teachers and learners take equal turns writing and responding, with free choice of topics. The writing is not graded or corrected; it is frequent, sustained, private, and accessible. Jones identifies these essential qualities:

1. focus on communication—the message, not grammar, is important
2. nonthreatening, especially for those uncomfortable with class participation
3. high interest—the subjects have personal significance for learners
4. equality of interaction—a chat between peers, not the traditional teacher/student roles; the teacher camouflages authority and shares personal experiences
5. using a variety of communication functions—reporting facts, responding to questions, requesting information, thanking, giving opinions, complaining, expressing desires, evaluating
6. evolving over time

Isserlis shows how dialogue journals reflect and validate the learners' sociocultural context and provide ongoing reading and writing interaction. She suggests the following:

1. Journal entries can generate topics and themes for curriculum and give facilitators a glimpse into learners' lives and concerns. However, learners control the extent of self-disclosure and what might be shared with the class. For example, journal entries about a woman's premature baby led to a class discussion of health care and prenatal care.
2. Journals demystify writing: entries are small bite-size increments, and the repetition of questions gives a basic structure to emerging writers. Those whose writing skills are not yet up to journals might make a personally meaningful labels for a photo album or dictate their entries to volunteers.
3. Journals promote learner interaction through sharing of entries; more experienced co-learners can help others with their entries.
4. Journals give some structure to the classroom, respecting those learners who desire structure without resorting to worksheets and textbooks. A regular time for journal writing can be part of the class meeting and facilitators can address frequently made errors.
5. Journals demonstrate learner progress and promote independence.

Uses these practices—
- acknowledges affective knowledge and interpretation of life experiences
- creates a safe place for all to share their stories
- uses elements of learners' lives as texts for reflection and analysis
- creates a comfortable, supportive environment for women to express ideas and examine and reflect on their lives
- creates a climate of exchange that lessens status differences
- acknowledges learners as adults
- negotiates the curriculum with learners
- uses multiple strategies and techniques
- integrates group and individual approaches

Rosen, David. "Inquiry Projects/Inquiry Maps." ***Literacy across the Curriculum*** 11, no. 3 (Fall 1995): 7-8.

Uses these practices—
- acknowledges affective knowledge and interpretation of life experiences
- recognizes the diversity of participants and contexts in which they work and live
- uses elements of learners' lives as texts for reflection and analysis
- uses multiple strategies and techniques
- recognizes that any topic could incorporate an approach that is positive to women by providing an opportunity for voices to be heard

This activity can be adapted to different environments and levels and revised for programs that do not have access to the Internet/World Wide Web. It uses participatory action research, beginning with a question or problem that emerges from a learner. The example Rosen uses is a pay stub a learner needed help in interpreting. It was projected or copied for the class and learners brainstormed questions about it: What is gross vs. net? Why is so much deducted for health care? What is the pension plan and will it be enough for retirement? How do they decide how much to pay? Who decides? The group then decides which are the most important questions to investigate, condensing them into two: (1) Who decides how much I am paid, how do they decide, and how can I get more? and (2) What deductions are taken and why?

The group discusses how to get the answers and who might have them, resulting in an interview format that each person uses to conduct interviews in the workplace and community. Results are shared and patterns identified, and items needing verification emerge. These questions are converted to hypertext by the teacher and put up onto a website, with questions branching to other inquiry maps on other web pages. A forum of students all over the world eventually results.

Uses these practices—
- acknowledges affective knowledge and interpretation of life experiences
- creates a safe place for all to share their stories
- uses elements of learners' lives as texts for reflection and analysis
- creates a comfortable, supportive environment for women to express ideas and examine and reflect on their lives
- fosters mutual trust, respect, community, and cooperation
- examines personal, gendered experience within a wider social context
- acknowledges learners as adults

Lloyd, Betty-Ann; Ennis, Frances; and Atkinson, Tannis. ***The Power of Woman-Positive Literacy Work. Program-Based Action Research***. Toronto: Canadian Congress for Learning Opportunities for Women, 1994.

In the Brandon Friendship Centre's upgrading program in Manitoba, several women had experienced childhood sexual abuse. One woman had tried to join a support group but could not read the flyer; some of the women's counselors had encouraged them to write about their feelings. The group decided to rewrite the pamphlet and they started by talking about their experiences. They made the following ground rules for group discussion: confidentiality; support, not criticism; no interruptions; and if someone became too emotional, take a break and continue later. During the writing process, they were able to offer each other counseling from a personal, rather than a clinical, perspective. Improved writing and peer tutoring skills emerged simultaneously with personal growth, healing, and understanding.

Another project described in this volume happened at the Pine Grove Correctional Centre, a women's prison in Saskatchewan. After the women in the academic upgrading program talked about what needs they would have when they left the center, they decided to create crisis resource booklets for different regions in Saskatchewan. They wrote a crisis scenario based on their personal experiences and researched what resources were and were not available in the communities for dealing with the crisis. Their booklets have been widely distributed. The woman-positive features of this project include the following:

- It acknowledges that women in trouble with the law are often situated in a context of crisis.
- It recognizes that these women are expert at identifying their crises as well as what they need to deal with them.
- The scenario writing acknowledges that their way of telling their stories should be the authorized account of their lives.
- The project recognizes the value of informal, peer support networks.
- It recognizes the value of spiritual and emotional as well as rational responses to crisis.
- It acknowledges that, when women are in conflict with the law, it may be because society has failed to provide a realistic context for their lives.

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Uses these practices—
- acknowledges affective knowledge and interpretation of life experiences
- uses participants' cultural identities as the focus of literacy learning
- uses elements of learners' lives as texts for reflection and analysis
- creates a comfortable, supportive environment for women to express ideas and examine and reflect on their lives

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Williams, G. S. "The Expressed Deterrents to Participation in Nonformal Adult Education of Low-Income Women." Ed.D diss., Oklahoma State University, 1995.

Organizational Sources for Information and Materials on Women and Literacy

The organizations listed here can be consulted for additional information and/or materials on women and literacy.

Amherst Writers and Artists Institute (AWAI)
P. O. Box 1076
Amherst, MA 01004
(413) 253-7764
Fax: (413) 253-7764

AWAI provides resources that can be used in developing writing workshops for low-income women. Included are the award-winning video, "Tell Me Something I Can't Forget," and ***In Our Own Voices***. Also available is the publication, ***The Writer as Artist***, in which the group's founder, Pat Schneider, describes her approach to teaching writing. Offers training in using the AWAI approach and publishes a newsletter.

Canadian Congress for Learning Opportunities for Women (CCLOW)
47 Main Street
Toronto, Ontario M4E 2V6, Canada
(416) 699-1909
Fax: (416) 699-2145
E-mail: cclow@web.apc.org

This national, feminist organization is dedicated to addressing education and training issues for girls and women. Sponsored and published the results of an extensive study of women and

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literacy programming. Produces the journal, ***Women's Education des femmes***, and other publications related to women and literacy.

Center for the Study of Adult Literacy
Georgia State University
University Plaza
Atlanta, GA 30303-3083

Sponsors of the first International Conference on Women and Literacy, this center also publishes a newsletter, ***Text Quarterly*** and Annotated Bibliography on Women & Literacy. Next conference is November 1996.

Centre for Literacy
3040 Sherbrooke Street, West
Montreal, Quebec H3Z 1A4, Canada
(514) 931-8731, ext. 1415
Fax: (514) 931-5181
E-mail: literacycntr@dawsoncollege.qc.ca

The Centre is a resource centre and teacher-training project designed to link training, research and information services that support and promote the understanding of literacy in the schools, the workplace, and the community. Publishes a quarterly newsletter, ***Literacy across the Curriculum***. Subscriptions: $14.00 Canadian. Some volumes are included in ERIC; check title indexes.

Commonwealth Department of Employment, Education and Training (DEET)
Literacy and ESL Section
GPO Box 9880
Canberra ACT 2601, Australia
WWW: http://www.deet.gov.au/

DEET's Literacy and ESL Section publishes the newsletter, ***Literacy Update***, and the journal, ***Good Practice in Australian Adult Literacy and Basic Education***, both of which contain material about or related to women and literacy. Single copy subscriptions to ***Literacy Update*** are $10.00 (Australian) for six issues and should be sent to Skill Ed P/L, PO Box 86, Caulfield East, Victoria, Australia, 3145; fax (03) 571 5335; for information on the journal, contact Susan Munter at DEET.

ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE)
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353 or (800) 848-4815, ext. 4-7686
Fax: (614) 292-1260
E-mail: ericacve@magnus.acs.ohio-state.edu
WWW: http://coe.ohio-state.edu/cete/ericacve/

Collects and processes materials on women and literacy from both domestic and international organizations; staff can assist in accessing ERIC database. Publishes no-cost materials on a variety of adult education topics, including literacy.

Feminist Workers' Literacy Network (FWLN)
Box 72080, Ottewell P.O.
Edmonton, Alberta T6B 3A7, Canada
(403) 469-9579
Fax: (403) 463-0521

Organized in 1992, FWLN is open to all women involved in adult literacy work and learning. Its primary objectives are to support members in their feminist literacy work; to raise awareness of feminist issues with other literacy workers; and to share resources, information, and ideas for feminist literacy work. Publishes a newsletter and a membership directory.

International Council for Adult Education (ICAE)
720 Bathurst Street, Suite 500
Toronto, Ontario M5S 2R4, Canada
Fax: (416) 588-5725
E-mail: icae@web.apc.org

Publisher of the journal, ***Convergence***, and other publications, ICAE is the major international adult education organization. One of its interest strands is women. Also sponsors international conferences and symposia.

Laubach Literacy Action (LLA)
1320 Jamesville Avenue, Box 131
Syracuse, NY 13210
(315) 422-9121
Fax: (315) 422-6369

LLA sponsors the Women in Literacy (WIL), a global campaign active in 31 countries of Africa, Asia, and the Americas. WIL/

USA is the U. S. component that was begun in January 1994; by 2000, WIL/USA hopes to reach 100,000 women in low-income communities who are not served well by conventional programs. Publications include fact sheets and a network directory. Also, *New Readers Press*, the LLA publisher, produces some materials for women literacy learners.

The Launch Pad
8311 Jackson Springs Road
Tampa, FL 33615
Fax: (813) 249-0151

A not-for-profit organization specializing in access to information and resources for women with the goal of promoting self-reliance and self-determination in all areas of women's lives by connecting practical ideas and solutions. Maintains a database of information in books, periodicals, organizations, products, services, and other resources. Publishers of ***The WomenSource Catalog and Review*** and ***The WomanSource Quarterly Review***.

The Learning Centre
10116 105 Avenue
Edmonton, Alberta T5J OK2, Canada
(403) 429-0675
Fax: (403) 425-2205
E-mail: mnorton@compusmart.ab.ca

The Learning Centre Literacy Association and the Capital Health Authority are sponsoring a women's literacy and health project designed to develop a participatory education program that integrates literacy development and health promotion and to provide strategies and resources to facilitate participatory literacy and health education.

National Clearinghouse for Literacy Education (NCLE)
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037-0037
(202) 429-9292, ext. 200
Fax: (202) 659-5641
E-mail: ncle@cal.org
WWW: http://www.cal.org/cal/html/ncle.htm

Adjunct ERIC Clearinghouse specializes in literacy education for adults with limited English proficiency. Contact for list of publications/assistance on searching ERIC.

Network of Women in Further Education
Executive Officer, c/o Ross House
247-251 Flinders Lane
Melbourne, Victoria 3000, Australia
Fax: (03) 654 6831

A feminist organization for Australian women who work in adult, community, further education and training. Runs conferences, seminars, and workshops and publishes quarterly newsletter, ***Converse***; individual membership that includes newsletter subscription: $15.00 (Australian).

Ontario Literacy Coalition
365 Bloor Street East, Suite 1003
Toronto, Ontario M4W 3L4, Canada
(416) 963-5787

Published ***Women, Literacy, and Action: A Handbook***, a collection of articles and resource lists.

Other Colors Project
P. O. Box 4190
Albuquerque, NM 87196
(505) 265-3405

Designed to bring the hopes, values, visions, and opinions of recent women immigrants into the public discussion about issues that are pressing in the lives of all, the Other Colors project produced, ***Other Colors: Stories of Women Immigrants***. This teaching kit consists of two 30-minute audiotapes from an award winning radio series and a teacher's guide.

Saskatchewan Literacy Network
P. O. Box 1520
Saskatoon, Saskatchewan S7K 3R5, Canada

Publishes newsletter, ***Literacy Works***, quarterly; each issue focuses on a different aspect of literacy. Price: $5.00 for nonmembers. Check ERIC for some volumes.

Seal Press
3131 Western Avenue, Suite 410
Seattle, WA 98121

Publisher of ***You Can Be Free: An Easy-to-Read Handbook for Abused Women***, this press also has other titles that could be used as resources.

TEN DAYS for World Development
77 Charles St., W., Suite 401
Toronto, Ontario, Canada M5S 1K5
(416) 922-0591
E-mail: tendays@web.apc.org

In 1995, this organization produced ***Doing the Gender Boogie***, a resource booklet that is a hands-on popular education guide to help both men and women explore and learn more about the relationship between the extent of women's participation in decision making and power sharing and their enjoyment of economic or social justice. Cost: $10.00, Canadian. Subscriptions to the current TEN DAYS resources are $25.00; includes all resource materials plus four issues of the ***Update*** newsletter.

Wider Opportunities for Women
815 15th Street, NW, Suite 916
Washington, DC 20005
(202) 638-3143

As a part of its Nontraditional Employment Training (NET) project, WOW publishes the ***NET Newsletter***. Subscriptions are $10.00. WOW also has materials on women and literacy developed from a project that combined literacy education and job training.

World Education
210 Lincoln Street
Boston, MA 02211
(617) 482-9485
(617) 482-0617
E-mail: LOREN_MCGRAIL@JSI.COM

World Education developed the Health Education and Adult Literacy (HEAL) project that has produced health education curricula and materials focused on early detection and control of breast and cervical cancer. The HEAL model is based on a participatory or empowerment pedagogy.

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Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

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Women and Literacy: Guide to the Literature and Issues for Woman-Positive Programs, by Susan Imel and Sandra Kerka

This guide describes the literature and presents ideas for creating an inclusive, learner-centered, woman-positive environment. The first part provides an organizing framework for the literature and an annotated bibliography of more than 150 resources. The second part analyzes the trends and issues and explores the topic of women as learners, concluding with suggested practices and a list of resource organizations.

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